

Ministerul Educației și Cercetării

Limba modernă 2 – limba engleză

Clasa a VIII-a

Jenny Dooley



Acest manual este proprietatea Ministerului Educației și Cercetării.

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Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital și este transmisibil timp de patru ani școlari, începând cu anul școlar 2025 – 2026.

Inspectoratul școlar
Școala / Colegiul / Liceul

ACEST MANUAL A FOST FOLOSIT DE:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
1							
2							
3							
4							

* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: **nou, bun, îngrijit, neîngrijit, deteriorat.**

- Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
- Elevii nu vor face niciun fel de însemnări pe manual.

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Competences Competențe

General competences

- 1 Understand simple oral messages
- 2 Speak in everyday communication situations
- 3 Understand simple written messages
- 4 Write simple messages in everyday communication situations

Specific competences

- 1.1. Identify the significance of clearly articulated messages/verbal exchanges on familiar topics
- 1.2. Understand main details from clear and simple articulated messages and announcements
- 1.3. Express interest in cultural diversity
- 2.1. Express an opinion on a familiar topic/known situation
- 2.2. Participate in short verbal interaction with support from others
- 2.3. Make short practised speeches on a familiar topic
- 2.4. Participate in verbal exchange without fear of failure
- 3.1. Identify requested information from lists or simple functional texts (leaflets, menus, timetables)
- 3.2. Extract information from a clearly structured text (newspaper articles/simple digital brochures) where the numbers and names play an important role
- 3.3. Extract information from short advertisements
- 3.4. Manifest availability for being informed through reading
- 4.1. Complete a form of identification information (education, interests, skills)
- 4.2. Presentation of a written text, using connecting words ("and", "but", "because")
- 4.3. Overcome the fear of failure when exchanging written messages

Competențe generale

- 1 Receptarea de mesaje orale simple
- 2 Exprimarea orală în situații de comunicare uzuală
- 3 Receptarea de mesaje scrise simple
- 4 Redactarea de mesaje simple în situații de comunicare uzuală

Competențe specifice

- 1.1. Identificarea semnificației unor schimburi verbale pe teme familiare, clar articulate
- 1.2. Sesizarea detaliilor principale din mesaje și anunțuri clare și simple
- 1.3. Manifestarea interesului pentru diversitatea culturală
- 2.1. Exprimarea unei opinii în legătură cu un subiect familiar/situație cunoscută
- 2.2. Participarea la scurte interacțiuni verbale, cu sprijin din partea interlocutorilor
- 2.3. Realizarea unor expuneri scurte, exersate, a unui subiect familiar
- 2.4. Participarea la schimbul verbal fără teama de eșec
- 3.1. Identificarea informațiilor de care are nevoie din liste sau din texte funcționale simple (pliante, meniuri, orare)
- 3.2. Extragerea informațiilor dintr-un text clar structurat (articole de ziar/digitale simple, broșuri), în care numerele și numele joacă un rol important
- 3.3. Extragerea de informații din reclame de mici dimensiuni
- 3.4. Manifestarea disponibilității pentru informare prin lectură
- 4.1. Completarea unui formular cu informații de identificare (educație, interese, competențe)
- 4.2. Prezentarea unei activități în scris, utilizând cuvinte de legătură ("și", "dar", "pentru că")
- 4.3. Depășirea fricii de eșec în redactare/schimbul de mesaje scrise

Guide – How to use the course

Instrucțiuni de utilizare a manualului



Printed Book
Varianta tipărită



Digital app
Varianta digitală

The course consists of the printed book and the digital application that contains all the lessons in the printed book and a variety of interactive, static & animation/video activities.

Manualul este compus din varianta tipărită și varianta digitală. Manualul digital conține toate lecțiile din manualul tipărit având în plus activități interactive, statice și animate.



My answers
Rezultate exerciții

contents
Cuprins

User's information
Informații utilizator

Full screen
Mod ecran complet

Help
Ajutor

Zoom in
Mărește

Zoom out
Micșorează

Go to the previous page
Mergi la pagina precedentă

Return to the beginning
Mergi la prima pagină

Go to the next page
Mergi la pagina următoare

Go to the end
Mergi la ultima pagină

Change display mode
Afișaj digital/
Afișaj tip carte

List of activities
Listă activități

Add note
Adaugă notiță

Underline
Subliniază

Symbols:
Simboluri:



listening activities
audio



animation/video activities
activități animate/video



static activities
activități statice



interactive activities
activități interactive

Structure of a module Structura unui modul



reading tasks
activități de citire

vocabulary presentation
prezentarea vocabularului

listening activities
activități de ascultare

critical thinking
gândire critică

realistic writing tasks
activități de scriere

everyday situational dialogues
dialoguri uzuale

Fun Time & Games
Jocuri

Culture sections to promote
cultural individuality
Secțiuni cu informații culturale

quizzes
chestionare

songs
cântece

Revision, evaluation and systematic observation
Recapitulare, evaluare și observare sistematică

Symbols:
Simboluri:



listening
audio



game
joc



joke
glumă



pairwork
lucru în perechi



groupwork
lucru în grup







research
căutare pe internet



animation/video
animații/video

Contents Cuprins

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	Welcome back pp. 8-14 2.2, 2.4, 3.2, 4.2	<ul style="list-style-type: none"> Numbers (cardinal & ordinal) Countries & Nationalities Appearance Schools – School areas – School subjects 	<ul style="list-style-type: none"> Question words Verbs <i>to be/have got</i> Subject/Object personal pronouns & Possessive adjectives Possession Prepositions of place/movement
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3	Healthy Living pp. 45-58 Fun Time 3 p. 56, Revision 3 p. 57 My progress 3 p. 58 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.1, 3.2, 4.1, 4.2	<ul style="list-style-type: none"> Sports/Activities & Equipment Food Injuries/Accidents & First aid Aches & Pains/Illnesses Phrasal verbs: <i>give</i> 	<ul style="list-style-type: none"> Plurals & Countable/ Uncountable nouns – Quantifiers Partitives Singular/Plural nouns Subject – Predicate agreement
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5	Entertainment & Mass Media pp. 75-88 Fun Time 5 p. 86, Revision 5 p. 87 My progress 5 p. 88 1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2	<ul style="list-style-type: none"> TV programmes & Films Types of media Types of magazines Phrasal verbs: <i>keep</i> 	<ul style="list-style-type: none"> First conditional (Type 1) Time adverbs & Time clauses Sequence of tenses in time clauses
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<ul style="list-style-type: none"> • Teenage Life Swap • We are Gen Alpha • 🎧 T/F questions 	<ul style="list-style-type: none"> • Interviewing a person about his/her daily routine • Talking about generations • Expressing opinions • Intonation (expressing feelings) 	<ul style="list-style-type: none"> • A short paragraph about a person's daily routine • A personal profile • A blog post 	Andrea's Blog
<ul style="list-style-type: none"> • Mysterious Creatures • Bizarre Coincidences • 🎧 Order of pictures 	<ul style="list-style-type: none"> • Talking about mysterious phenomena • Expressing an opinion on a coincidence • Describing a dream • Homophones 	<ul style="list-style-type: none"> • A paragraph about a mysterious creature • A short story about a coincidence 	The World Loves Dragons!
<ul style="list-style-type: none"> • Food for Sport • Shark Attack • 🎧 Identify and complete specific information 	<ul style="list-style-type: none"> • Talking about sports • Describing accidents • Asking/Talking about health • Pronunciation /eɪ/, /e/ 	<ul style="list-style-type: none"> • An article about sports and diet • An email about an accident • A text about eating habits 	Teens & Food
<ul style="list-style-type: none"> • Smart Houses • Square-eyed Teens! • 🎧 Match up people to activities 	<ul style="list-style-type: none"> • Describing your house • Presenting a survey • Giving instructions • Pronunciation (Intonation in questions) 	<ul style="list-style-type: none"> • A letter accepting/refusing an invitation • Do a survey 	Gaming Across Cultures
<ul style="list-style-type: none"> • Teens and Electronic Media: a dangerous combination? • Victor's Blog • 🎧 Matching 	<ul style="list-style-type: none"> • Choosing TV programmes • Intonation to show emphasis 	<ul style="list-style-type: none"> • An email to a friend about future plans • An email thanking a friend 	Musical Instruments Around the World
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Greetings & Introductions

1 a) Complete the dialogues with the phrases in the list. Write in your notebook.

- Pleased to meet you, too. • I'm fine thanks, and you?
- I don't think you know Kate. • Hello. I'm Greta.



A: Adam!
 B: Hi! How are you?
 A: 1) *I'm fine thanks, and you?*
 B: Pretty good, thanks.



A: 2) ...
 B: I'm Megan. Pleased to meet you.
 A: 3) ...



A: Hi guys. 4) ...
 B: Hi, I'm Sam and this is Haley.
 C: Nice to meet you both.

b)  Act out similar dialogues.

2 Choose the correct response. Write in your notebook.

- | | |
|--|---|
| <p>1 A: Bye Julie.
 B: <input checked="" type="radio"/> a See you later.
 b Good afternoon.</p> <p>2 A: This is Jane. She's new to the school.
 B: a Nice to meet you, too.
 b Hi. I'm Dionisie.</p> | <p>3 A: Hello. I'm Roberta.
 B: a Thank you.
 b Nice to meet you.</p> <p>4 A: How are you doing, Robert?
 B: a Not bad, thanks.
 b Hello.</p> |
|--|---|



Note

Cardinal numbers tell us how many of something there are.
one, two, three etc

Ordinal numbers tell us the position of something in a list.
first, second, third, etc


• Numbers (cardinal & ordinal)

3 a) Write the cardinal numbers for: 77, 134, 15, 4, 98, 52 in your notebook.

77 = seventy-seven

b) Write the ordinal numbers for: 12, 31, 7, 82, 63, 20 in your notebook.

12 = twelfth

c)  Say a cardinal number. Your partner says the corresponding ordinal number, as in the example. Swap roles and continue.

A: *one* B: *first*

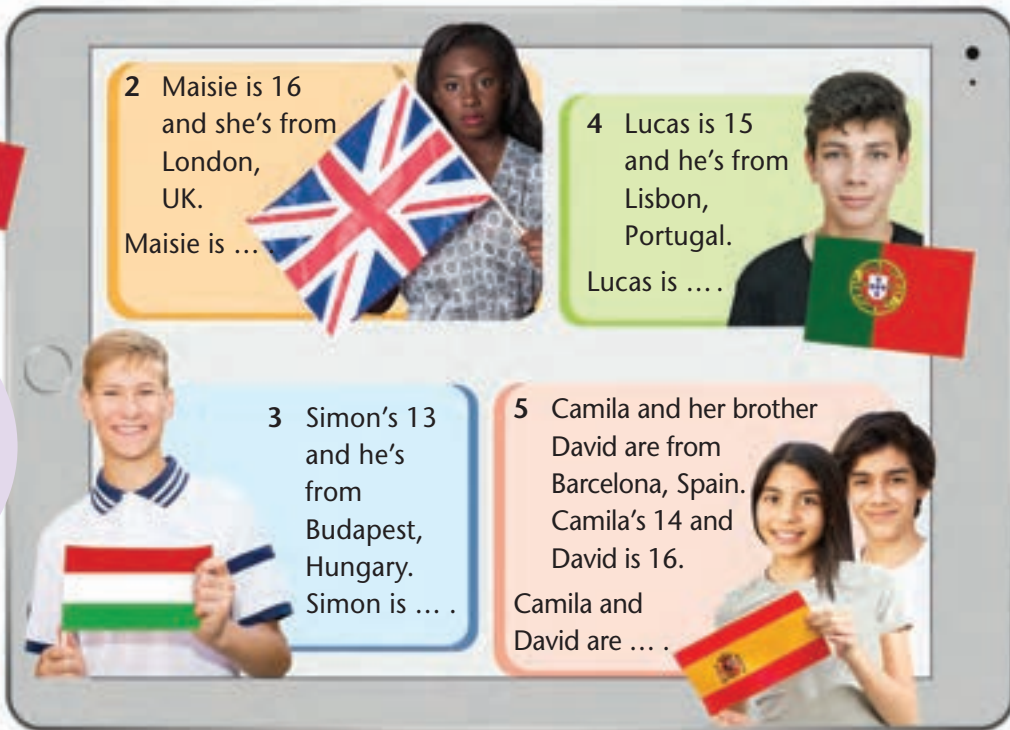
Countries & Nationalities

4 Look at the pictures, read the texts and write the nationalities in your notebook.



1 Hi, I'm Sabina. I'm 14 years old and I'm from Brasov, Romania. These are my e-friends.

Sabina is ...



2 Maisie is 16 and she's from London, UK.

Maisie is ...

4 Lucas is 15 and he's from Lisbon, Portugal.

Lucas is ...

3 Simon's 13 and he's from Budapest, Hungary.

Simon is ...

5 Camila and her brother David are from Barcelona, Spain. Camila's 14 and David is 16.

Camila and David are ...



Where from?

Say a country. The other team says the nationality.

Team AS1: Norway.

Team BS1: Norwegian.

Italy.

Team AS2: Italian. etc

Note

When we read a telephone number in English, we say each number on its own. Remember when we use 0 (zero), we say *oh* (NOT *zero*).

514- 45037

(five-one-four-four-five-oh-three-seven)

5 Complete the sentences about yourself. Write in your notebook.

Hello! I'm ... and I'm ... years old.

I'm from I'm

• Profiles

6  Work in pairs. Ask your partner questions to complete the form for an after-school drama club. Write in your notebook.

A: *What's your name?*

B: *My name is Laura.*

A: *How do you spell it?*

B: *L-A-U-R-A.*

A: *How old are you?*


B: *I'm 14 years old.*

A: *What grade are you in?*

B: *I'm in grade 8.*

A: *What's your telephone number?*

B: *It's etc*



After-School Drama Club

Name: _____

Age: _____

Grade: _____

Telephone number: _____

Note

Using dictionaries

Dictionaries provide information about words in alphabetical order. The most common abbreviations used in English dictionaries are: n (noun); v (verb); adj (adjective); adv (adverb); prep (preposition); conj (conjunction); opp (opposite). Study the example. **What information does it give about the word?**

plump /plʌmp/ (adj) = rather fat; overweight
 opp: thin — **antonym**
John's a bit plump; he is thinking of going on a diet. — **example sentence**

Which of these features are in your dictionary?



Who's who?

Choose a person in your class. Your partner asks you Yes/No questions to find out who the person is.

A: Is it a boy?

B: No.

A: Is she short? etc

Appearance

7

a) Check the meaning of any unknown words in the list below in your dictionary. What part of speech is each word? Write in your notebook.

• plump • thin • skinny • well-built • tall • short • big • of medium height
 • small • young • old • moustache • beard • wavy • straight • curly • slim
 • round • oval • freckles • wrinkles • full • overweight • glasses • fat

b) Use some of the words in the box to describe the people in the pictures. Write in your notebook.



Question words

8

Complete the gaps with the correct question word (when, who, where, why, how (x2), which). Then, match questions 1-7 to the correct answers (a-g). Write in your notebook.

- | | |
|------------------------------|----------------------------|
| 1 ... is he? | a He's from London. |
| 2 ... school does he go to? | b I'm 14 years old. |
| 3 ... is the English lesson? | c She is late for school. |
| 4 ... is he from? | d In 20 minutes. |
| 5 ... is she upset? | e He's my brother, Steve. |
| 6 ... old are you? | f By bus. |
| 7 ... do you get to school? | g Baxter Secondary School. |

The verb to be

9

Complete the sentences with the correct form of the verb to be. Write in your notebook.

- | | |
|--|---------------------------------------|
| 1 His name ... Nicolae. | 6 We ... friends. |
| 2 ... they from Romania? | 7 I ... 30. I'm 25. |
| 3 They ... my sisters. They're my cousins. | 8 ... you from Italy? |
| 4 How old ... Camelia? | 9 John ... Spanish. He's American. |
| 5 ... he from England? | 10 Ilie and Valerian ... my brothers. |



10 Look at the table. Then write the short answers in your notebook.

- 1 Is Tony fifteen years old?
- 2 Is Kelly British?
- 3 Are Andrei and Tony the same age?
- 4 Is Michael from the UK?
- 5 Are Kelly and Tony from the same country?

Name	Age	Nationality
Michael	17	Canadian
Tony	14	Italian
Kelly	15	British
Andrei	14	Romanian

• **The verb *have got***

11 Complete the dialogues with the correct form of the verb *have got*. Write in your notebook.



- 1 A: *Has* Stan *got* a smartwatch?
B: Yes, he *has*.
- 2 A: ... you ... a laptop?
B: No, I ... , but I ... a desktop computer.
- 3 A: ... the cat ... a toy mouse?
B: Yes, it
- 4 A: ... you and your sister ... a TV in your bedroom?
B: No, we
- 5 A: ... they ... curtains in their living room?
B: Yes, they

12 Ask and answer, as in the example. Write in your notebook.



1 Anna and Jack/dog?



2 Mary/camera?



3 Mark/keyboard?



4 the children/caps?

- 1 *Have Anna and Jack got a dog?*
No, they haven't. They've got a cat.

• Subject/Object personal pronouns & Possessive adjectives

13 a) Read the theory. Complete the speech bubble in your notebook.



Hi! ... 'm Jose and ... 'm from Spain. Sally is ... friend. Look at ... !

Subject personal pronouns

I/you/he/she/it/we/you/they *I am from Brasov.*

Object personal pronouns

me/you/him/her/it/us/you/them *Look at Jo. Look at her.*

Possessive adjectives

my/your/his/her/its/our/your/their *Maria is my sister.*

b) Complete the sentences with the correct pronouns and possessive adjectives. Write in your notebook.

- A: We live in Romania. ... house is in Bucharest.
B: Really? Do ... like it there?
- A: Kathy, is this ... pencil?
B: No, ... isn't. It's Julie's.
- A: Susan and ... are in the same school.
B: Is ... in your class?
- A: Chris is in the garage with ... sister.
B: OK. Why are ... there?
- A: Bob and Bill are in ... classroom.
B: Is Steve with ... ?

Note

To show **possession**:

- we add 's to names and singular nouns.
This is David's brother.
- we add ' to plural nouns ending with -s.
This is the girls' toys.
- we add 's to irregular plural nouns. *This is the children's classroom.*
- we use the preposition **of** when we talk about things.
the door of the room

Note: We add 's only to the last name when something belongs to two or more people.
John and Kim's car.
But when we want to show that each person has his/her own thing we add 's to each name.
Tom's and Steve's bikes.

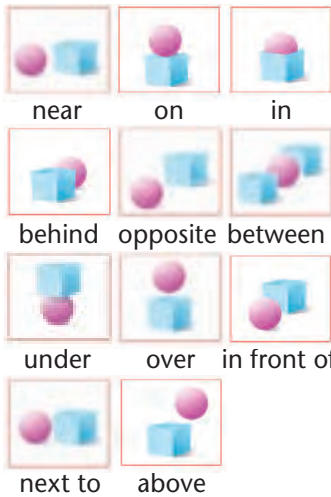
14 Choose the correct item. Which is a(n): subject pronoun? object pronoun? possessive adjective? Write in your notebook.

Steve is 1) **my/I** best friend. 2) **He/Him** is 17 years old and 3) **he/his** parents are teachers at 4) **my/mine** school. Steve has got a brother, Bob, and a sister, Laura. 5) **They/Them** are at university. Steve wants to study art. 6) **He/His** favourite subjects are art and music. His art teacher believes in 7) **he/him**. 8) **She/Her** says he's very talented.

• Possession

15 Read the Note box and write phrases, as in the example in your notebook.

- | | |
|---|--------------------------------|
| 1 the boys – dogs <i>the boys' dogs</i> | 5 the house – the roof ... |
| 2 the chair – the leg <i>the leg of the chair</i> | 6 Tony and Mary – bicycles ... |
| 3 Sally – hat ... | 7 the book – the cover ... |
| 4 the men – coats ... | 8 Ben and Steve – room ... |



• Prepositions of place

16 Look at the picture and complete the sentences with the correct *preposition of place*. Write in your notebook.

- 1 There is a bed, a wardrobe, a desk and some cupboards *in* the room.
- 2 The desk is ... the window.
- 3 There is a computer ... the desk.
- 4 There is a wardrobe ... the desk.
- 5 There is a chair ... the bed.
- 6 There are some drawers ... the bed.
- 7 The desk is ... the bed.
- 8 There are some cupboards ... the wall ... the bed.
- 9 The desk is ... the wall and the wardrobe.
- 10 There is a pillow ... the bed.



Note


Asking for directions

- Where's the ...?
- How do I get to ...?
- Could you tell me how to get to ...?

Giving directions

- Go up/down/past/through ...
- It's on your right/left.
- Turn left/right ...
- It's on the corner of ...
- It's next to/near/opposite/between ...

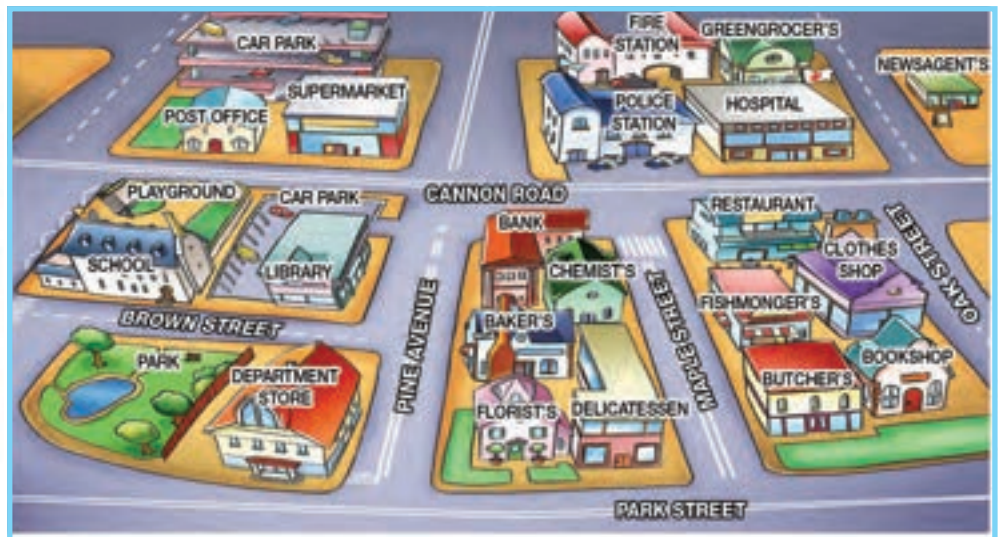
• Prepositions of movement

17  Work in pairs. Use the *prepositions of movement* (*up, down, past, etc.*), the phrases in the Note box and the map below to give directions from:

- the supermarket to the bookshop.
- the school to the greengrocer's.
- the chemist's to the newsagent's.
- the butcher's to the post office.
- the florist's to the hospital.

A: *Could you tell me how to get to the bookshop, please?*

B: *Certainly. First, ...*



• Schools – School areas – School subjects



18 Match the name of the UK school to the correct description. Write in your notebook.

- 1 nursery school
- 2 primary school
- 3 secondary school
- 4 university/college
- 5 state school
- 6 private school

- A My parents don't pay for me to go there.
- B I study to get a degree there.
- C My school is for children between 5 and 11 years old.
- D My parents pay for me to go there.
- E My little sister goes to a school for young children under the age of 5.
- F My school is for students between 12 and 18 years old.

19  **What types of schools are there in your country?**

20 Label the pictures. Use the correct word in the list. Write in your notebook.

- classroom • playground • library • canteen • science lab • gym



Guessing Game!
Say a sentence about one of the school areas in Ex. 20. Your partner guesses which area it is.

A: *We can eat there.*
B: *Canteen.*



21  **Which of the school areas in Ex. 20 have you got at your school?**

22  **Which is your favourite school subject? Why?**



It's my life!

▶▶ What's in this module?

- free-time activities & daily routines
- generations
- present simple/present continuous
- past simple/past continuous
- phrasal verbs: *bring*
- express opinions

Find the page numbers for

- a song
- dancers
- a poster

Vocabulary

• Free-time activities

1 a) Listen and repeat.

- going to an amusement park/the cinema
- surfing the Net
- watching TV
- reading a book/magazine
- exercising
- playing video/computer games/sports
- going shopping
- listening to music
- drawing/painting
- eating at a fast food restaurant

b) Which of the activities can you see in the pictures? Use them to label the pictures. Write in your notebook.

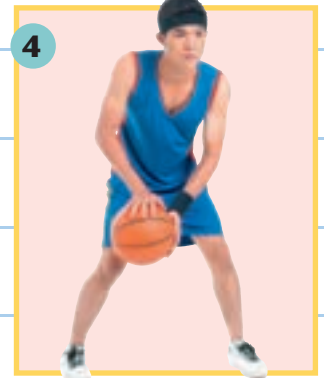
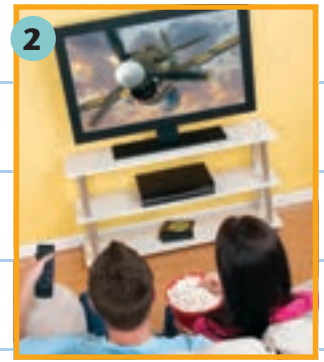
Speaking & Listening

2 Which free-time activities do you like/don't you like doing at weekends? In pairs, discuss.



A: *I like exercising, but I don't like watching TV at weekends. How about you?*

B: *Well, I like ...*

3 Listen to two people arranging to do something at the weekend. What do they decide on? Write in your notebook.



Reading

- 1  Look at the pictures. What do you think their daily routine is?
 Listen and read to find out.

 Video

TEENAGE LIFE SWAP

Everyone gets up at 5:00 am here because there's a lot to do on the farm. Emily's mum is very nice. She makes us breakfast every day. After having breakfast it's time to go outside and help Emily's family in the barn. Today, we are milking the cows and feeding the chickens. The animals are lovely, but I can't stand the smell. Later, I have a shower and get dressed for school. Emily's mum gives me a lift every morning. We drive five miles to meet the school bus, which leaves at 7:00 am. We usually bring along the pet dog, Spike.

Emily's school is very small, but everyone's so friendly. After school I usually do my homework and watch TV. In the evenings, I have dinner with Emily's family and I go to bed early. Learning about farming is interesting, but I'm happy I'm going home tomorrow. I miss the hustle and bustle of London, but I don't want to leave all my new friends.



Betty (14)

Betty and Emily are guests on a reality TV show. Betty lives in London. Emily lives in a village in the north of Scotland. They are swapping families and schools for a week.

Everyone stays in bed late here. We have breakfast around 7:30 am and then I take the bus to school. Betty's school is huge and her friends are very interesting and helpful. I'm

enjoying the lessons, but most of all I love the facilities. The computer room and the swimming pool are my favourites. These days I am practising the butterfly stroke and I can almost bring it off. When I go back to Betty's house, I do my homework and surf the Net. Then I have dinner with Betty's family and watch TV. It's always noisy here and you can hear the traffic all night. I think I'm getting a bit homesick, too. I miss the beautiful landscapes and my friends from my hometown. I'm happy I'm going home tomorrow, but I'm planning to visit Betty's lovely family again.



Emily (14)

Check these words

- swap • guest • barn
- hustle and bustle
- facility • butterfly stroke

- 2 Read the text and decide if the sentences are **T (true)**, **F (false)** or **DS (doesn't say)**. Write in your notebook.

- 1 Betty gets up early on the farm. T
- 2 Betty travels five miles to reach the school.
- 3 Betty likes farming.
- 4 Emily's new school has lots of facilities.
- 5 Emily can't sleep at night.
- 6 Emily is leaving tomorrow.

Vocabulary

• Daily routines

3 Which of the daily routine activities below can you see in the pictures (1-4)? Write in your notebook.

- get up • have breakfast/lunch/dinner • go to bed • go home
- do housework/homework • get dressed • go to school • have a shower
- take the bus • go to the gym • brush teeth • go to work



4 Which of the activities in Ex. 3 aren't present in the text in Ex. 1? Write in your notebook.

• Phrasal verbs: bring

5 Read the box and complete the sentences with the correct particle. Write in your notebook.

- 1 How do you manage to bring ... the top score in the exams?
- 2 My mum works as a singer and brings ... lots of money.
- 3 Jay-Z is bringing ... his new album this week.
- 4 I always bring my sister ... with me to the cinema.

bring along = bring someone/something with you
bring in = earn money
bring off = do something difficult successfully
bring out = put a new product on the market


Note

Prepositions of time

at + time, two periods of time, festivities (*at 12:00, at night, at the weekend, at Easter*)
in + months, years, centuries, seasons, parts of the day (*in June, in 2004, in the 11th century, in summer, in the evening*)

on + days, dates, specific periods of time/days (*on Tuesday, on 6th April, on New Year's Day*)

Speaking & Writing

6  What's your partner's Monday routine like? Use the phrases in Ex.3 to ask your partner. The Note box with the prepositions of time on your left may help you.

A: What time do you wake up on Mondays?

B: I wake up at

A: Do you have a shower before you go to school?

B: Yes, I do./No, I don't.

7 Use your partner's answers in Ex. 6 and write a short paragraph about his/her Monday routine in your notebook. Review your piece of writing.

On Mondays, my friend ... gets up at He/She ... a shower before he/she goes to school. He/She ... breakfast at



Note

Spelling (3rd person singular)

- We form the third person singular (he/she/it) by adding **-s** to the end of most verbs.

I sing – he sings

- We add **-es** to verbs that end in **-ss**, **-sh**, **-ch**, **-x** and **-o**.

I miss – he misses,

I crash – he crashes,

I catch – he catches,

I fix – he fixes,

I do – he does

- Verbs ending in a consonant + **-y** drop the **-y** and take **-ies**.

I tidy – he tidies

- Verbs ending in a vowel + **-y** take **-s** only. *I stay – he stays*

Note

Adverbs of frequency

0% never,
25% sometimes,
50% often, 75% usually,
100% always

The adverbs of frequency usually go **before the main verb BUT after the verb to be**.

Collect information about a famous person's daily routine and what makes it unique. Tell the class.

• Present simple (revision)

1 Read the theory.

Affirmative	Negative	Interrogative	Short answers
I/You read .	I/You do not/don't read .	Do I/you read ?	Yes , I/you do ./ No , I/you don't .
He/She/It reads .	He/She/It does not/doesn't read .	Does he/she/it read ?	Yes , he/she/it does ./ No , he/she/it doesn't .
We/You/They read .	We/You/They do not/don't read .	Do we/you/they read ?	Yes , we/you/they do ./ No , we/you/they don't .

We use the **present simple** to talk about:

- general states & facts. *She speaks English. Water boils at 100°C.*
- habits/routines. *He walks to school every day.*

Time expressions: *every day/morning/weekend, often, always, never, on Mondays, etc.*

2 Put the verbs in brackets into the correct form of the present simple. Write in your notebook.

- | | |
|--|--|
| 1 Mr Smith <i>teaches</i> (teach) Maths. | 4 Teens ... (like) hanging out at the shopping centre. |
| 2 Eva ... (not/sing) very well. | 5 I ... (not/speak) French very well. |
| 3 I always ... (listen) to my parents. | |

3 Fill in *do* or *does*, then answer the questions using short answers, as in the example. Write in your notebook.

- Do* you walk to school? *Yes, I do.*
- ... your friends play basketball? ...
- ... your mum go to the mall? ...
- ... your dad drive a car? ...
- ... you have dinner at 7:00 pm? ...

4 Complete the questions in your notebook. Ask your partner. He/She answers them using the *adverbs of frequency*.

- How often *do you eat* (you/eat) pizza? *I often eat pizza.*
- How often ... (your mum/surf) the Net? ...
- How often ... (you/go) to bed late? ...
- How often ... (you/play) football? ...
- How often ... (your dad/watch) TV? ...



Note

Spelling

- Most verbs add **-ing**.
work – working,
play – playing,
sing – singing
- Verbs ending in **-e** drop the **-e** and add **-ing**.
take – taking
- Verbs ending in one stressed vowel between two consonants double the last consonant and add **-ing**.
shop – shopping
- Verbs ending in a consonant + vowel + **-l** double the **-l** and add **-ing**.
travel – travelling
- Verbs ending in **-ie** drop the **-ie** and add **-y + -ing**. *lie – lying*

Note

Some verbs don't have continuous forms because they describe a state rather than an action (*want, like, love, hate, know, believe, need, etc*).
I love dancing. (NOT: ~~*I'm loving dancing.*~~)

• Present continuous (revision)

5 Read the theory.

Affirmative	Negative	Interrogative	Short answers
I am/'m reading.	I am/'m not reading.	Am I reading?	Yes, I am./
You are/'re reading.	You are not/aren't reading.	Are you reading?	No, I'm not.
He/She/It is/'s reading.	He/She/It is not/ isn't reading.	Is he/she/it reading?	Yes, you are./
We/You/They are/'re reading.	We/You/They are not/aren't reading.	Are we/you/ they reading?	No, you aren't.
			Yes, he/she/it is./
			No, he/she/it isn't.
			Yes, we/you/they are./
			No, we/you/they aren't.

We use the **present continuous** to talk about:

- actions happening now/around the time of speaking. *He's studying now.*
- temporary situations. *He is painting houses for the summer.*
- future arrangements. *I'm travelling to England tomorrow.*
- annoying habits. *You are always using my tablet.*

Time expressions: *now, at the moment, at present, these days, etc.*

6 Put the verbs in brackets into the correct form of the present continuous. Write in your notebook.

- | | |
|---|--|
| 1 They ... (not/come) with us tonight. | 3 ... (you/listen) to me? |
| 2 I ... (meet) George for lunch tomorrow. | 4 My dad ... (not/cook) at the moment. |
| | 5 Ed ... (sleep) on the sofa for the week. |
| | 6 ... (you/leave) for school now? |

• Present simple vs Present continuous

7 Put the verbs in brackets into the present simple or the present continuous. Write in your notebook.

⊙ ⊙ ⊙
@
🏠

Hi Bradley,

I hope you **1** ... (**do**) well! I **2** ... (**spend**) the day at the amusement park on a school trip. There **3** ... (**be**) lots of people here and everyone **4** ... (**enjoy**) the fun things to see and do. I **5** ... (**not/ride**) all of the roller coasters today, but I still **6** ... (**love**) the wind in my hair! At the moment, my friends and I **7** ... (**wait**) in line for the haunted house. I **8** ... (**feel**) a bit nervous, but it **9** ... (**not/look**) too scary. We **10** ... (**also/watch**) a parade with dancers and characters from some of our favourite movies. The parade **11** ... (**pass**) by us right now! The lights and music **12** ... (**make**) everything so bright and beautiful! I **13** ... (**know**) you **14** ... (**want**) to hear everything when I **15** ... (**get**) home.

Take care,
Ben

Vocabulary

• Generations

1



Look at the different generations. Which generation are you? members of your family? your friends? Discuss in pairs.



Builders (1925-1945)



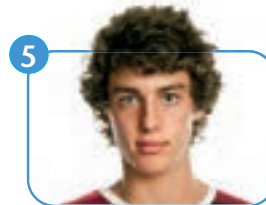
Baby boomers (1946-1964)



Generation X (1965-1979)



Generation Y (1980-1994)



Generation Z (1995-2009)



Gen Alpha (2010-2024)

Check these words

- available
- grow up
- channel
- content
- entertaining
- educational
- high-paid

2

Reading



Listen to and read the text. Which sentence describes the two texts?

- A Gen Alpha's interests and characteristics
- B Profiles of famous Gen Alpha youngsters



WE ARE GEN ALPHA!

Gen Alpha is the name for children born from 2010 to 2024. Older generations learnt to use new technology as it became available, but Gen Alpha are growing up with social media! Most Gen Alpha kids are still too young to make videos online, but they love to watch their favourites! Some Gen Alpha kids are famous online – with the help of their parents, of course! You can read about two of them below.

Ryan Kaji

Ryan Kaji is a popular Gen Alpha YouTuber, and he calls his channel Ryan's World. He was born on 6 October 2011. He started making his videos at the age of four. On his YouTube channel, he unboxes toys and plays games. His channel is a favourite among children and gets millions of views. Ryan is popular because of his interesting content – it's perfect for young kids! His family help him with the channel, and now they also make toys, video games and even a TV show for Ryan's fans to enjoy. In his free time, Ryan likes swimming, playing tennis and going to the gym with his friends.

Like Nastya

Anastasia Sergejevna Radzinskaya, better known as 'Like Nastya', is a Gen Alpha YouTuber. She is famous for her entertaining and educational videos for children. She was born on 27 January 2014. Her parents helped her start her channel when she was just two years old! Nastya's videos include songs, unboxing, role-playing and vlogs, and they are available in several different languages. Nastya may be young, but with millions of fans, she is one of the highest-paid YouTubers today. In her free time, Nastya likes singing, dancing and playing games with her friends.

3 Read the text again and answer the questions in your notebook.

Which person: Ryan (R) or Nastya (N) ...

- 1 has videos with songs on their YouTube channel?
- 2 started making videos before the age of three?
- 3 has their own television show?
- 4 makes videos in more than one language?
- 5 plays games in videos on their YouTube channel?



Listening

4 Listen and mark the statements (1-5) as T (true) or F (false). Write in your notebook.

- 1 Emma is part of Generation Z.
- 2 She enjoys trying new video games as soon as they come out.
- 3 Emma helps at an animal shelter two days every week.
- 4 She hangs out with her friends a lot.
- 5 Emma's generation think texting is just as good as hanging out.



• Prepositions

5 Fill in the correct preposition: at, in (x2), of, on. Write in your notebook.

- 1 Many members of Gen Alpha are interested ... drawing, painting and creating digital art.
- 2 Today's kids are good ... using devices like smartphones and tablets.
- 3 Gen Alpha children are very active ... social media.
- 4 Nowadays kids enjoy taking part ... creative activities like making videos and posting them online.
- 5 Gen Alpha are becoming aware ... environmental issues at a young age through school programmes, their families and the Internet.



Speaking & Project

6 **ICT** Find more famous Gen Alpha teens. Present them to the class.

Writing

7 **Portfolio** Write your own profile. Use the headings below. Keep it in your portfolio.

- name
- generation type
- free-time activities
- weekend activities

Note

In English, we use the auxiliary verb **did** to form the negative and interrogative of the past simple. The main verb goes back to the bare infinitive form (infinitive without to).
*She went to the cinema last night. She **didn't go** to the cinema last night.* (NOT: ~~She didn't went to the cinema last night.~~)
Did she go to the cinema last night? (NOT: ~~Did she went to the cinema last night?~~).

Note

We can use the **past simple** for actions that happened one after the other in the past. *He **got up**, **had a shower**, **got dressed** and **left for work**.* (sequence of events)



Tell your partner what you did last Sunday.

- **Past simple (revision)**

1 Read the theory. How do we form the *past simple* forms of regular and irregular verbs?

	Affirmative	Negative
Regular verbs	I/You/He/She/It/We/You/They watched TV yesterday.	I/You/He/She/It/We/You/They didn't watch TV yesterday.
Irregular verbs	I/You/He/She/It/We/You/They went shopping last week.	I/You/He/She/It/We/You/They didn't go shopping last week.
	Interrogative	Short answers
Regular verbs	Did I/you/he/she/it/we/you/they watch TV yesterday?	Yes , I/you/he/she/it/we/you/they did . No , I/you/he/she/it/we/you/they didn't .
Irregular verbs	Did I/you/he/she/it/we/you/they go shopping last week?	Yes , I/you/he/she/it/we/you/they did . No , I/you/he/she/it/we/you/they didn't .

We use the **past simple** to talk about actions that happened at a specific time in the past.

Time expressions: *yesterday, last week/month/etc, a week/month/etc, ago, etc.*

2 Ask questions in the *past simple* about Paul Walker and then answer them, as in the example. Write in your notebook.

- 1 Paul Walker/live/in Texas (X) (California)
Did Paul Walker live in Texas?
No, he didn't. He lived in California.
- 2 he/star/in *The Fast and the Furious* films (✓)
- 3 he/be/a professional singer (X) (actor)
- 4 he/have/a collection of about 30 cars (✓)



3 Put the verbs in brackets into the correct form of the *past simple*. Write in your notebook.

- 1 Alice and Sue *ate* (eat) at a fast food restaurant last week.
- 2 James ... (not/go) to the gym yesterday.
- 3 The boys ... (not/play) video games last Saturday.
- 4 We ... (go) to the cinema yesterday afternoon.
- 5 ... (your best friend/have) a dog when he was five years old?

Note

We can use the **past continuous** for:

- two actions which were happening at the same time in the past. *Kim was cooking while Tom was reading a book.*
- an action which was happening in the past when another action interrupted it. *They were doing their homework when the phone rang.*

• Past continuous (revision)

4 Read the theory. When do we use the past continuous?

Affirmative	Negative
I was working . You were working . He/She/It was working . We/You/They were working .	I wasn't/was not working . You weren't/were not working . He/She/It wasn't/was not working . We/You/They weren't/were not working .
Interrogative	Short answers
Was I/he/she/it working ? Were we/you/they working ?	Yes , I/he/she/it was ./ No , I/he/she/it wasn't . Yes , we/you/they were ./ No , we/you/they weren't .

We use the **past continuous** for actions which were in progress at a certain time in the past. *John was sleeping at 9 o'clock yesterday evening.*

Time expressions: *while, as, at ten o'clock yesterday morning, etc.*

5 Put the verbs in brackets into the past continuous. Write in your notebook.

- 1 What ... (you/do) at 7 o'clock yesterday evening?
- 2 The children ... (draw) birthday cards for their friend at 4 o'clock yesterday afternoon.
- 3 Mark ... (surf the Net) for photos while Charlie ... (watch) TV.
- 4 Jamie ... (travel) to Italy at 5 o'clock yesterday.
- 5 Kate ... (not/talk) on the phone when Tony entered the room.

• Past simple vs Past continuous

6 Put the verbs in brackets into the past simple or the past continuous. Write in your notebook.

Hi Jessie,

I want to tell you about the school summer camp I **1**) ... (go) to last month. My friends and I had so much fun there! We **2**) ... (travel) to the camp on a big bus, and everyone **3**) ... (sing) songs on the way there. When we **4**) ... (arrive) at the camp, the organisers **5**) ... (still/set up) our tents. While we **6**) ... (put) our things in our tents, the teachers **7**) ... (prepare) dinner. The food was really good! The next day, I **8**) ... (hike) in the forest with my friend Emily when we **9**) ... (see) a deer. I **10**) ... (not/take) a photo, but Emily did! Every night, we **11**) ... (sit) around the campfire, telling each other scary stories. We **12**) ... (have) an amazing time, and I want to do it again next year. I hope you can come too! What about you? **13**) ... (you/do) anything exciting last month?

Take care,
Claudia

• Express opinions

1 **Listen and repeat. Which sentences: A. ask for an opinion? B. express a positive (✓) opinion? C. express a negative (X) opinion? Write the correct letter (A, B or C) in your notebook.**

- | | |
|-----------------------------|---------------------------|
| 1 What was it like? | 4 Did you enjoy it? |
| 2 It was fantastic! | 5 Not really. |
| 3 The dancers were amazing! | 6 It was nothing special. |

2 **What did Jane and Tony do last Saturday? Did they like it?**

Listen and read the dialogue to find out.

Tony: Hi, Jane – it's Tony! I tried calling you last Saturday night, but you didn't answer your phone.

Jane: Oh, hi Tony! Yes, sorry! I was at the ballet.

Tony: Really? What was it like?

Jane: It was fantastic! The dancers were amazing! What did you do last Saturday?

Tony: Oh, I just stayed home with my brother and we watched a film on TV.

Jane: Did you enjoy it?

Tony: Not really. It was nothing special. Listen, do you want to go for a walk later?

Jane: Sure!

3 **Imagine you attended an event last Saturday and your partner is asking you about it. Look at the poster and use the sentences in Ex. 1 and the dialogue in Ex. 2 to act out your dialogue.**

• Intonation (expressing feelings)

4 a) **Listen and repeat.**

Really?
interest/surprise/enthusiasm


Really?
disbelief/annoyance

b) **Now listen and choose the adjective that best describes each speaker's feelings. Write in your notebook. You can use your dictionary. Then listen again and repeat.**

	a	b
1 I don't believe it!	annoyed	surprised
2 What's the problem?	interested	annoyed
3 Sure!	enthusiastic	disbelieving
4 No way!	surprised	annoyed



Speaking & Reading

- 1** Look at the pictures. What is a student exchange programme? How does it work?  Listen and read to find out.



Hello, readers!

Last year, I travelled to Spain as part of a student exchange programme. It was a great opportunity for me to learn about a different way of life and see what school is like in a new place. I was very excited to visit a different country and make new friends! During my time in Spain, I lived with a host family. They were very kind and friendly. We did many things together, like visiting the markets in the city and cooking traditional Spanish dishes. I learnt a lot about their way of life, and they were interested in learning about my culture, too.

School in Spain was very different from school in my hometown. For example, in Spain students have longer lunch breaks and they do more group work than in my school. At first, it was hard for me to understand the lessons because they were in Spanish, but my classmates helped me practise my Spanish. They explained things to me and showed me around, too! My time on a student exchange programme helped me a lot. Now, I'm not afraid to try new things. I think joining a student exchange programme is something every young person should do. It's an excellent way to learn new things and meet wonderful people!

- 2** Read the blog and answer the questions in your notebook.

Check these words

- exchange
- opportunity
- traditional
- join
- host
- culture

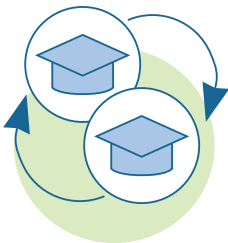
- 1 How did Andrea feel about joining a student exchange programme?
- 2 Who did Andrea stay with during the student exchange programme?
- 3 What are two differences between Andrea's two schools?
- 4 How did the student exchange programme help Andrea?

- 3** Imagine you attended a student exchange programme. Write a blog post about your experience. Follow the plan. Use the text in Ex. 1 as a model.


Introduction: address readers – introduce the student exchange experience

Main Body: **Para. 1** – describe your experience with the host family-mention things you did together
Para. 2 – describe school life/problems-share differences in the education system

Conclusion: describe your feelings-encourage readers to participate in an exchange programme




Investigation

- 4** ICT  In groups collect information about a student exchange programme in Romania or in another country. Make notes under the headings in your notebook: *study opportunities – cultural activities – language learning*. Present the exchange programme to the class.



Game


1  **Work in pairs. Mime a daily routine activity. Your partner guesses what you are doing.**

A: *(mimes get up)*

B: *You are getting up.*



4 **The words below are from a song. What is the song about?**

 **Listen and read to find out.**

- laughter • fun • enjoy • friends • cheer
- celebrate



The sound of laughter fills the air
Now all our friends are here
So let's relax and all enjoy
The party atmosphere

*The time is right, we're feeling great
So come on, everyone
It's party time, let's celebrate
Let's all have lots of fun*

The lights are shining everywhere
So colourful and bright
Let's listen to the music play
And dance all through the night

We've got lots of games to play
And lots of food to try
Later we can watch and cheer
As fireworks fill the sky




Quiz



2 **Do the quiz. Decide if the sentences are T (true), F (false) or DS (doesn't say). Write in your notebook.**

- 1 Ryan Kaji is a popular Generation Z YouTuber.
- 2 Like Nastya makes videos in many languages.
- 3 Paul Walker had two children.
- 4 The Builders generation was born after 2000.
- 5 A student exchange program allows students to study in another country.

3  **THINK!** **Look at Module 1 and write a T/F/DS quiz of your own. Write in your notebook.**

5 **According to the singer, what makes a good party? Write in your notebook.**

6 **THINK!** **Give the song a title. Write in your notebook.**

1 Match the words. Write in your notebook.

- | | |
|----------|-------------|
| 1 baby | a media |
| 2 surf | b shopping |
| 3 social | c boomers |
| 4 go | d housework |
| 5 do | e the Net |

(5x4=20)

2 Complete the sentences with the verbs below in the correct form. Write in your notebook.

• have • play • listen • take • eat

- Emily ... the bus to school.
- Tom likes ... to music in his free time.
- Charlie always ... a shower every morning before going to work.
- Megan ... video games every weekend.
- Ben doesn't like ... at fast food restaurants.

(5x4=20)

3 Put the verbs in brackets into the present simple or the present continuous. Write in your notebook.

- Fred always ... (have) a shower in the morning.
- Jessie ... (not/study) at the moment.
- Lara ... (not/want) to come with us.
- ... (Rick/sleep) now?
- Zara sometimes ... (need) help with her homework.
- ... (she/like) listening to rock music?
- Daniel ... (take) the bus to school every day.
- We ... (do) our homework at Mary's today.
- ... (you/get up) early in the morning?
- Sam ... (tidy) his room at present.

(10x2=20)

4 Put the verbs in brackets into the past simple or the past continuous. Write in your notebook.

- While I ... (visit) London, I ... (see) many amazing sights.
- Where ... (Jim/spend) his summer holidays?
- What ... (you/do) at 4 o'clock in the afternoon yesterday?
- George ... (not/sleep) when I ... (arrive) home.
- Zach ... (not/come) to the party last night.

(5x4=20)

5 Complete the dialogue with the sentences (a-e). Write in your notebook.

- Do you like any kind of sport or activity?
- How about Thursday?
- Where are you going?
- Not today, thanks.
- Why don't we go together this Tuesday?

- A: Hi Henry! 1) ...
 B: I'm on my way to play football. Come along!
 A: 2) ... I prefer activities like painting.
 B: I can't stand painting. 3) ...
 A: Well, I go to the local sports centre. 4) ...
 B: I can't. I have my English lesson on Tuesday.
 5) ...
 A: Great! See you then. Have fun at football.
 B: Thanks. Bye!

(5x4=20)

TOTAL: 100





MY PROGRESS

Write in your notebook.

My favourite activity



ICT

Project



ACROSS CULTURES



Self-evaluation

- talk about free-time activities ★★★
I like listening to music.
- talk/write about daily routines
I go to school at 8:00 am.
- talk about generations
Ann was born in 2010, so she's Gen Alpha.
- write my own profile
- write a blog post about attending a student exchange programme

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Observation grid

- 1 I work well with my group. ★★★
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Myths and Mysteries

▶▶ What's in this module?


- nature's curiosities
- animal features
- feelings
- present perfect
- present perfect vs past simple
- present perfect continuous
- present perfect continuous vs present continuous
- phrasal verbs: *turn*
- describe a dream

Find the page numbers for

- an email
- a dragon
- monsters

Vocabulary


• Nature's curiosities

1  **Look at the pictures. Complete the sentences with the words from the list. Write in your notebook.**


- forest
- desert
- valley
- waterfall
- beach

Listening

2 **What do you think causes each phenomenon?**

 **Listen and check. Write in your notebook.**

- | | | | |
|---|----------------------|---|---------------|
| 1 | bacteria | 3 | sand and rain |
| 2 | melting ice and wind | 4 | gas leak |
| | | 5 | sickness |

3 **ICT**  **Are there places with mysterious phenomena in your country? In groups collect information and tell the class.**



A

The Eternal Flame Falls in Orchard Park, New York are one of a kind. There is a flame, four inches high, burning behind a **1** ... to this day.



B

The Milky Seas Effect is a phenomenon where parts of the water in the sea glow at night. People often notice this on a **2** ... in the Maldives.



C

In a large pine **3** ... in Poland there is a stand of 80 crooked pine trees.



D



Rocks mysteriously slide across the flat **4** ... in Death Valley in Eastern California, US leaving long trails behind them.



E

In a **5** ... in Costești, Romania there are rocks that appear to grow on their own.

Reading

-  What do you know about these creatures? Do they really exist? Are they friendly or dangerous?
 Listen and read to find out.
- Match the images (A-C) to the texts. Write in your notebook.



Mysterious Creatures

We've all heard scary tales about legendary beasts from around the world. The British Isles have their fair share of mysterious creatures. We have received interesting stories about them. Enjoy reading some.

Kelpie

Hi – I'm Callum from Scotland. One of our famous mysterious creatures is the Kelpie. The Kelpie is a legendary beast that lives in the lochs and rivers of Scotland and Ireland. It usually turns into a horse, but it sometimes takes the form of a woman, and it howls and screams before a storm. The Kelpie tricks tired travellers into riding it. Once the person is on the horse's back, it dives into the deep water and carries them away.

Morgawr

Hello everyone! I'm Jenna from Cornwall, England. I'm sure you've all read about the Loch Ness Monster, but have you ever heard of the Morgawr? It's a mysterious sea monster from Cornwall. People say that they have seen it and that it looks like a sea snake. It is about six metres long with sharp teeth and a long tail. Some people even say that they have photographed it or captured images of it on video, but other people think that these images are fake and that the Morgawr doesn't exist. Who knows?

Dobhar-chú

Hello! I'm Ben from Ireland. I think the Dobhar-chú is very scary. It is a cruel creature that lives in and around lakes. People who have seen this monster say that it looks like a hound and an otter. One legend tells of a woman who fell victim to the Dobhar-chú in Loch Glenade in the 18th century. People say that the beast attacked and killed the woman for no reason while she was washing her clothes in the lake.

Check these words

- legendary
- beast
- loch
- howl
- victim

- Read the texts again and answer the questions in your notebook.
Which creature ...

- | | |
|--------------------------------------|---------------------------|
| 1 do people say they have photos of? | 4 lives in lakes? |
| 2 can change form? | 5 is about 6 metres long? |
| 3 howls before a storm? | 6 looks like a hound? |

Vocabulary

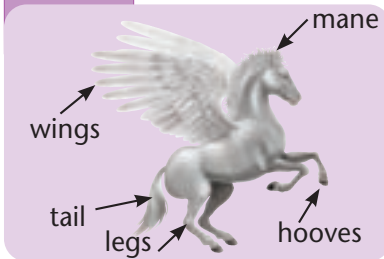
• Animal features

4

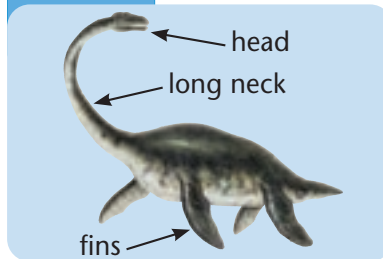


Look at the animal features in the pictures. Listen and repeat.

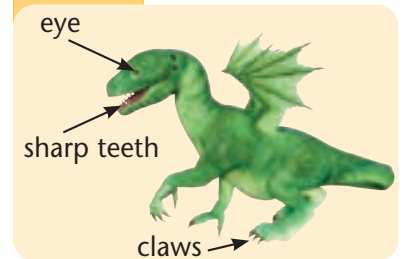
Pegasus



Loch Ness



Dragon



Note

Words often confused

These are words that have similar meanings, but differ in context.

Note

-ing/-ed adjectives

- We use **-ing** adjectives to describe what sth is like. *It was a terrifying story.*
- We use **-ed** adjectives to describe feelings. *We were terrified.*

5

Look at the pictures on p. 30 and describe the mythical creatures. Use words from Ex. 4. You can ask your teacher for help.

6

Choose the correct word. Check in your dictionary. Write in your notebook.

- 1 The monster can turn into a horse and **cheat/trick** people.
- 2 People say that the monster **exists/stays**.
- 3 They managed to **catch/capture** the creature on video.
- 4 People say that photos of the Loch Ness Monster are **false/fake**.
- 5 He dived into the **big/deep** pool.

7

Read the Note box and choose the correct word. Write in your notebook.

- 1 We felt **boring/bored**, so we started telling stories.
- 2 I got really **annoyed/annoying** with his lies.
- 3 A gorgon is a **disgusting/disgusted** creature.
- 4 Martin didn't know what to do. He was **confusing/confused**.
- 5 It's **surprising/surprised** that so many people believe that fairies exist.

Speaking & Writing

8



Which of the three monsters on p. 30 do you think is very scary? Why?

Investigation

9

ICT Are there stories about mysterious creatures in your country or in another country? Collect information under these headings: *what their name is – where they live – what they look like – stories about them.* Write a paragraph about one of them in your notebook. Tell the class.



Note

Time expressions:
for – since – just –
already – yet
never/ever

She has lived here for two years. (period of time)

He has known her since 2010. (starting point of an action)

I've just washed the dishes. (= a short time ago)

I've already watered the plants. (= before now)

I haven't finished my project yet. (= so far)

I've never woken up late. (= at no time)

Have you ever heard of the Yeti? (= at any time)

Note

We form the past participle of a regular verb by adding **-ed**.

work – worked

For irregular verbs study the list at the back of the book.



• **Present perfect (have/has + past participle)**

1 **Read the theory.**

Affirmative	Negative	Interrogative	Short answers
I/You have cooked/eaten.	I/You haven't cooked/eaten.	Have I/you cooked/eaten?	Yes, I/you have./ No, I/you haven't.
He/She/It has cooked/eaten.	He/She/It hasn't cooked/eaten.	Has he/she/it cooked/eaten?	Yes, he/she/it has./ No, he/she/it hasn't.
We/You/They have cooked/eaten.	We/You/They haven't cooked/eaten.	Have we/you/they cooked/eaten?	Yes, we/you/they have./ No, we/you/they haven't.

We use the **present perfect** for:

- an action which started in the past and continues up to the present.
Liz has known Amy since 2010.
- an action which happened at an unstated time in the past and its results are visible in the present. *She has finished her essay.* (When? It's not important. We can see that she wrote the essay.)
- experiences. *Max has tried sushi once.*

2 **Write the past participle of the verbs (1-12) in your notebook. See the list of irregular verbs at the back of the book.**

1 play <i>played</i>	4 try	7 fly	10 see
2 go	5 hear	8 visit	11 write
3 travel	6 win	9 be	12 arrive

3 **Complete the sentences with the verbs *not write, not hear, see, not fly, win* in the present perfect. Write in your notebook.**

- 1 Sarah ... two difficult story competitions so far and wants to enter some more.
- 2 I ... from John for two weeks. He's away on holiday.
- 3 Katy is going to Spain next week, but she ... before, so she is quite nervous.
- 4 I can't go out tonight because I ... my essay yet and it's due tomorrow.
- 5 ... you ... the new *Lion King* film yet? It's fantastic!

4  **Choose the correct item. Write in your notebook.**

- 1 Tom hasn't finished washing the car **yet/just**.
- 2 I've **already/since** finished my homework.
- 3 Jane has **ever/never** travelled abroad.
- 4 He has **just/yet** left the room.



Note

have gone – have been

The children have gone to the library. (They are on their way there or they are there now. They haven't come back yet.)

The children have been to the library. (They were there some time ago, and they have come back.)

5 Form questions, then answer them in your notebook.

- 1 you/ever/see/a fairy?
Have you ever seen a fairy? Yes, I have./No, I haven't.
- 2 your parents/ever/travel/to America?
- 3 a friend/ever/tell you/a lie?
- 4 you/ever/break/something at a restaurant?
- 5 you and your friends/ever/sleep/in a tent?

6 Fill in: *have/has been* or *have/has gone*. Write in your notebook.

- 1 Chris and Amy ... to the market. They left an hour ago.
- 2 Kelly and I ... to the museum before.
- 3 Henry ... to New York only once.
- 4 Steve isn't here. He ... home.
- 5 Becky ... to the newsagent's to buy a magazine.

• Present perfect vs Past simple

7 Read the theory.

Present perfect:

- for actions which started in the past and continue up to the present.
She has been a teacher for 10 years.
- for actions which happened at an unstated time in the past and their results are visible in the present. *He has lost his keys.* (When? We don't know.)
- for experiences. *I have never travelled abroad.*

Past simple:

- for actions which happened at a specific time in the past.
They travelled to Malta last summer. (When? Last summer.)

8 Put the verbs in brackets into the *present perfect* or the *past simple*. Write in your notebook.

THE BEAST OF DARTMOOR

The English moors 1) ... (always/be) places of mystery and if you 2) ... (ever/read) *The Hound of the Baskervilles* you can understand why. On Dartmoor, in the south of England, many people 3) ... (report) sightings of 'The Beast of Dartmoor'. Last year, I was walking on the moor when I 4) ... (see) some paw prints. At first, I 5) ... (think) they 6) ... (be) from a dog. About half a mile further on, I 7) ... (spot) a huge black beast looking at me from a distance. I 8) ... (run) as fast as I 9) ... (can) until I 10) ... (reach) Mr Brown's farm. I 11) ... (tell) him all about it and he 12) ... (give) me a lift home. I 13) ... (not/be) there since then.

Vocabulary

• Feelings

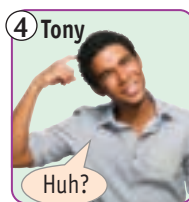


1 a) Look at the pictures (1-6). Listen and repeat.

b) Use the adjectives in the list to make sentences in your notebook, as in the example.

• terrified • angry • sad • confused • excited • surprised

Mary seems excited.



coincidence

/kaʊ'ɪnsɪdəns/ (n)
a situation in which two or more similar or related events happen by chance

Reading

2 Read the dictionary entry. Have you ever experienced any coincidences? Tell the class.

3 Look at the words in the list. What do you think is their connection to the people in the text? Listen and read to find out.

• Halley's Comet • Porsche

BIZARRE COINCIDENCES



Have you ever had a call from a friend at the exact moment you were thinking about them? How about turning up at a party and realising you have chosen to wear the same outfit as somebody else? We've all experienced coincidences at one time or another. What do you think causes a coincidence? Is it just a matter of numbers? Or is there an unknown force at work in the universe? Let's take a look at some coincidences and you can decide what the answer is.



A **Mark Twain**, a great American writer, was born on 30th November, 1835 and died on 21st April, 1910. What is so coincidental about his life is that when he was born and when he died Halley's Comet was passing Earth. As Halley's Comet only passes Earth every 75 to 80 years, this is very bizarre! Mark Twain even guessed his own death, saying, "I came in with Halley's Comet in 1835. It is coming again next year and I expect to go out with it." He was right!



B **James Dean**, an American actor, died in a car accident while driving his Porsche in 1955. One week before the accident he met the British actor Alec Guinness. Dean was excited about his new car and asked him to look at it. When Guinness saw the car, he had a strange feeling and said, "Please don't drive that car, because if you do, you will be dead by this time next week." After the crash, the insurance company sold engine parts from the crashed car to other drivers. People say that the cars that these parts went into have all crashed. Then in 1960 the car itself mysteriously disappeared.

Check these words

- bizarre • turn up
- universe • coincidental
- insurance company

turn into = transform into something
turn up = arrive or appear unexpectedly; arise
turn down = 1) refuse an offer, invitation, etc
 2) reduce loudness
turn off = switch off (Opp.: turn on)
turn out = prove to be



Project

In groups collect information about surprising coincidences. Present them to the class.

Note

Linkers

We use linkers to join sentences.

- **and**: to join similar ideas *I met my old school friend at the airport and we chatted for hours.*
- **but**: to express contrast *I wanted to call my sister, but she called me first.*
- **because**: to express reason *We arrived late because we missed the bus.*

4 Read the text and complete the sentences in your notebook.

- | | |
|-------------------------------------|-----------------------------|
| 1 Mark Twain died | 3 Guinness told Dean |
| 2 Halley's Comet passed Earth | 4 In 1960 the Porsche |

• Phrasal verbs: turn

5 Read the box and choose the correct particle. Write in your notebook. Make sentences using the other option.

- 1 Very few people turned **up/on** to the meeting.
- 2 Could you please turn **down/off** the volume a bit? I'm on the phone.
- 3 I couldn't find my keys. It turned **up/out** they were in the drawer all along.
- 4 Jessie left the house, but she forgot to turn **into/off** the lights.

• Prepositions

6 Fill in the correct preposition: at, to, of, from. Write in your notebook.

- 1 Tony was thinking ... calling Bea when she called him.
- 2 George received a letter ... his uncle.
- 3 He was ... work at 9:30.
- 4 Who does this book belong ...?

Listening

7 Listen to a woman talking about a coincidence and put the pictures in the correct order. Listen again and take notes in your notebook.

(A)



(B)



(C)



Speaking

8 Do you think the coincidence in Ex. 7 is extraordinary? Why?/Why not? Tell the class. Who agrees with you?

Writing

9 Use your notes from Ex. 7 and the words *antique shop, expensive, famous portrait painter, weird* to write a short story in your notebook about what happened. Use *and, but, because*.

Note

For verbs which we do not use in continuous forms (*know, hate, want, etc*), we use the **present perfect** instead. *I've known her for five years.* (NOT: ~~I've been knowing her for five years.~~)

- **Present perfect continuous** (*have/has been + main verb -ing*)

1 Read the theory.

Affirmative

I/You/We/You/They **have been watching** TV since 5 o'clock.
He/She/It **has been watching** TV since 5 o'clock.

Negative

I/You/We/You/They **haven't been watching** TV since 5 o'clock.

He/She/It **hasn't been watching** TV since 5 o'clock.

Interrogative

Have I/you/we/you/they **been watching** TV since 5 o'clock?

Has he/she/it **been watching** TV since 5 o'clock?

Short

answers

Yes, I/you/we/you/they **have**. **No**, I/you/we/you/they **haven't**.

Yes, he/she/it **has**. **No**, he/she/it **hasn't**.

We use the **present perfect continuous**:

- to emphasise the duration of an action that started in the past and continues up to the present. *She has been working since 8 o'clock.*
- for an action that started in the past and lasted for some time. It may still be continuing or has finished, but the result is visible in the present.

She is tired. She has been painting all morning.

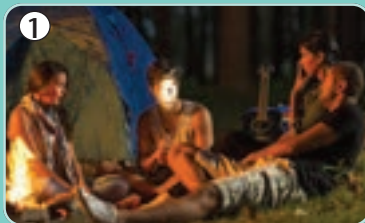
Time expressions: *for, since, how long, all day/morning, lately, recently, etc.*



Mime an activity.
Your partner guesses what you have been doing.

2 Fill in the gaps with one of the verbs from the list into the present perfect continuous. Write in your notebook.

- wait • play • clean • hear • study



- 1 They *have been hearing* stories of a big monster that lives in the forest.
- 2 He ... all afternoon. He has a test tomorrow.
- 3 She ... video games for two hours now.
- 4 They in line for over an hour.
- 5 I ... the house all morning.



Note

We use the **present perfect continuous**:

- to emphasise the duration of an action that started in the past and continues up to the present.
Mia has been studying for two hours.
- for an action that started in the past and lasted for some time and its result is visible in the present.
John is tired. He has been studying for his Maths exam all day.

We use the **present continuous**:

- to talk about actions that are happening around the time of speaking or for temporary situations.
Mia is studying in her room at the moment.
- for future arrangements.
John is having a Maths exam tomorrow.

3 Put the verbs in brackets into the **present perfect continuous**. Write in your notebook.

- 1 They *have been watching* (watch) TV for two hours now.
- 2 ... (they/work) all morning?
- 3 He ... (not/sleep) well recently because he's very stressed.
- 4 She ... (tidy) her room since eight o'clock this morning.
- 5 I ... (write) emails since this morning.
- 6 Mary and Helen ... (jog) since 10 o'clock this morning.

4 Form questions, then answer them in your notebook.

- 1 you/cook/lunch/all morning? (No)
Have you been cooking lunch all morning?
No, I haven't.
- 2 your friend/go/to the gym/lately? (Yes)
- 3 Tony/live/in Florida/since last month? (Yes)
- 4 they/play/computer games/all night? (No)

• Present perfect continuous vs Present continuous

5 Betty is on holiday in Romania. Put the verbs in brackets into the **present perfect continuous** or the **present continuous**. Write in your notebook.

New message

Dear Kylie,
How are you? I **1** *am writing* (write) to you from Timisoara! It's a great city, filled with rich history and amazing architecture. The hotel we **2** ... (stay) at is lovely! Our room has a great view of the Ciobanu Palace.

Right now, I **3** ... (sit) at a café and **4** ... (look) through a travel guide. My sister Dora has gone to buy some souvenirs. She **5** ... (go) shopping almost every day since we came here. She loves it here! We've been really busy sightseeing, too. This morning, we visited the Huniade Castle and the Baroque Palace. They were amazing! We **6** ... (also/plan) to spend two days in Constanta this week. Tomorrow, we **7** ... (go) to the famous Castle of Dracula, the Bran Castle. I can't wait to see it. It's something I **8** ... (hope) to do for some time now. See you next week.
Betty



Send

• Describing a dream

1 Listen and repeat. Mind the intonation.

- What's up? • I had a nightmare. • What was it about? • That's weird.
- Huh? What do you mean? • That sounds like a very realistic dream.

2 Listen to and read the dialogue. Complete the sentences in your notebook.

- 1 Becky looked ... because she didn't | 3 In her dream she could
- 2 She was terrified because

Andy: You look tired. What's up?

Becky: I didn't sleep very well. I had a nightmare!

Andy: Oh yeah? What was it about?

Becky: Well, something was chasing me, but I didn't know what it was.

Andy: That's weird! Were you scared?

Becky: Yes! I was terrified. Then suddenly I got to the edge of a cliff and I jumped off, but I didn't fall.

Andy: Huh? What do you mean?

Becky: Well, in my dream my arms were wings and I was able to fly! I had a bird's eye view of the whole city.

Andy: That sounds like a very realistic dream.

Becky: Yeah, it was.

Expressing surprise/interest

- I don't believe it!
- Wow! Did you really?
- Tell me more!
- That's interesting/weird/strange/etc!
- You're kidding/joking!
- Unbelievable!

Expressing confusion

- Huh?
- What?
- Where?
- What are you talking about?
- What do you mean?

Homophones are words that sound alike, but they differ in spelling and meaning.

3 Listen to the dialogue again. Take roles and read it out. Use suitable intonation. Evaluate another pair's performance.

• Homophones

4 Match the words that sound the same. Listen and repeat. What does each word mean? Write in your notebook.



5 Use the language in the box to describe a dream you had to your partner. You can use the dialogue in Ex. 2 as a model.



The World Loves Dragons!



A The Vopnafjörður Dragon: A Guardian Spirit of Iceland



According to Icelandic legend, King Harold Gormsson of Denmark wanted to rule Iceland and sent a magician to search the land and discovered an easy place to attack. The magician took the form of a whale and swam towards Vopnafjörður in the east of Iceland. A huge dragon surrounded by poisonous lizards and snakes chased him away. Since then, people believe the dragon to be one of the four powerful spirits that guard and protect Iceland. Together with a bull, an eagle and a giant, the dragon appears on Iceland's coat of arms.

B Y Ddraig Goch: The Red Dragon of Wales



With its bat-like wings and arrow-pointed tail and tongue, this fire-breathing dragon is the UK's most known emblem. Some people say the Romans brought the symbol of the red dragon when they came to Britain. After the Romans left, the red dragon remained as a symbol for many local rulers. Throughout history, Y Ddraig Goch has been very important for the Welsh people because it represents strength, power and the will to fight for their beliefs. It also symbolises the Welsh nation's pride in their history and culture.

Check these words

- rule • attack
- coat of arms • emblem
- power • will • pride

Speaking & Reading

- 1 Which three of these adjectives: *powerful, evil, destructive, kind, helpful, exciting, fire-breathing, strong, protective, lucky, helpful, scary* would you use to describe a dragon? Why?
- 2 Listen to and read the texts. In which of the texts can you find the information in the left column? Copy the table in your notebook and tick (✓) the correct column, as in the example.

Information	Text A	Text B	Both	Neither
0 The dragon that protects Iceland.	✓			
1 The dragon that is a symbol of rulers.				
2 The dragon shows a sign of losing a battle.				
3 People believe that the Romans introduced the dragon emblem.				
4 A giant appears in a coat of arms.				
5 The dragon that represents strength.				

Portfolio Are there stories about unique dragons or other mysterious creatures you know about? Collect information and present it to the class. Keep it in your portfolio.

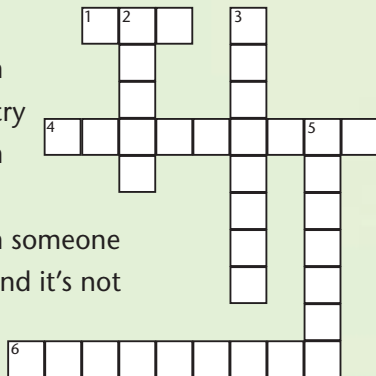
- 3 Use these words: *lizards & snakes, coat of arms, bat-like wings, arrow-pointed tail, emblem, nation's pride in* to talk about the dragons in the texts.

1 Copy the crossword and complete it in your notebook.

FEELINGS

Across


- 1 how you feel when you see someone cry
- 4 how you feel when you see a ghost
- 6 how you feel when someone gives you a gift – and it's not your birthday



Down

- 2 how you feel when a friend is mean to you
- 3 how you feel when you don't understand sth
- 5 how you feel when you win a competition

4 These words: *monsters, dancing, jumped, hopped, shouted out, twirled me round* appear in the song. What is the singer's dream about?

 Listen and read to find out.



SCARY Nightmares

I was sleeping in my bed
Silly nightmares filled my head
There were monsters everywhere
Monsters here and monsters there
They were purple, red and green
The strangest things I've ever seen
They were dancing in a hall
It seemed to be a monsters' ball

*Monsters love to dance all night
It's fun to watch; it's quite a sight
They don't look like me or you
But monsters love to party, too*

Every way I turned I saw
Monsters dance across the floor
I stood and stared at everyone
They were having so much fun
They jumped, they hopped, they shouted out
I laughed as they all danced about
The place was rocking to the beat
Of jumping, hopping monster feet

I danced to the monster band
And Big Foot took me by the hand
He picked me up and twirled me round
As we danced to the monster sound
Then suddenly I raised my head
And I was back in my own bed
The music faded, but I knew
That all I dreamt was really true

QUIZ!



2 Do the quiz. Decide if the sentences are **T (true)**, **F (false)** or **DS (doesn't say)**. Correct the false statements. Write in your notebook.

- 1 The Kelpie is a legendary beast from Ireland.
- 2 The Dobhar-chú is half-dog, half-otter.
- 3 A loch is a river.
- 4 Mark Twain won a Nobel Prize.
- 5 Mark Twain was born in 1910.
- 6 James Dean died in a car accident in 1955.
- 7 Guinness was a British singer.
- 8 Y Ddraig Goch is a dragon from Iceland.
- 9 Four spirits guard and protect Iceland.
- 10 Vopnafjörður is the Red Dragon of Wales.



3 Look at Module 2 and write a T/F/DS quiz of your own. Write in your notebook.

5 Think of a dream you had. Describe it to the class.

1 Complete the sentences with: claws, wings, waterfalls, neck, forests. Write in your notebook.

- 1 The Morgawr had a long ... and lived in the water.
- 2 Many mysterious creatures hide in the ... where no one can find them.
- 3 The Pegasus had big ... and could fly.
- 4 Many fairies lived near lakes, rivers and
- 5 The Dobhar-chú had very sharp teeth and

(5x4=20)

2 Complete the sentences with: angry, confused, terrified, sad, surprised. Write in your notebook.

- 1 She felt ... at the sight of the snake.
- 2 Don't lie to him, because he gets
- 3 She failed her test and feels very
- 4 He didn't understand the film and he felt
- 5 When she opened the box, she was ... to see a cute puppy inside.

(5x4=20)

3 Put the verbs in brackets into the past simple or the past continuous. Write in your notebook.



- 1 He was walking through the woods when he ... (hear) a loud cry.
- 2 She ... (grab) her camera and took a photo of the beast.
- 3 ... (he/tell) you what happened?
- 4 What ... (you/do) when you heard the scream?
- 5 Jenna ... (swim) when it started raining.

(5x4=20)

4 Put the verbs in brackets into the present perfect or the present perfect continuous. Write in your notebook.

- 1 Henry ... (be) to the Amazon Rainforest twice.
- 2 This creature ... (live) near the lake since the beginning of time.
- 3 The boys ... (discover) a strange sculpture.
- 4 How long ... (he/work) here?
- 5 Liam ... (never/see) a snake before.

(5x4=20)

5 Complete the exchanges. Write in your notebook.

- What do you mean? • Tell me more!
- What was it about? • That's weird!
- What's up?

A: Hi, Pam. 1) ... ?

B: Oh, I had this wonderful dream.

A: 2) ...

B: I was floating on the sea and I felt so good.

A: 3) ...

B: Well, some strange creatures came along and started playing around.

A: 4) ...

B: They were half dog and half dolphin. They spoke and said they wanted to play.

A: 5) ...

B: Yes, it is, but it was really nice.

(5x4=20)

TOTAL: 100



Monstertrackers!



1 The Thunderbird

Dear Monstertrackers,
I live in Alaska and some people here say they sometimes see a very large, dark grey bird, as big as a small aeroplane, with a big, hooked beak. We call it the Thunderbird! Come and see!
Zak



1

Phil, you shouldn't go too fast! There's a lot of ice!

I hope you checked your brakes!

Oh, no!!!

CRASH!!!

2

It's a wreck! Now what? Think of something, Tracker!!

I've got a good idea! Let's borrow those dogs.

You're a genius, Boogey.

3

Good dogs! We should set up camp before it gets dark!

According to the map, there's a cabin in front of us. We can cook and spend the night there.

Wheee! I like this! Mush! Mush!

4

The place seems OK. Candy, you cook the supper. Phil, feed the dogs.

Hey, Boogey! Go and get some wood. We have to build a fire!



Exercises

1 Look at the pictures. What is the story about? Listen and check.

2 Read and complete the sentences. Write in your notebook.

- 1 Thunderbirds look like
- 2 Phil didn't check the brakes and
- 3 Some sled dogs
- 4 The Monstertrackers decided to spend the night
- 5 A Thunderbird attacked
- 6 The dogs saved

3 Label the pictures: map, ice, brakes, wreck, wood, snowmobile, cabin, sled dog, fire. Write in your notebook.



4 Put the sentences (A-G) in the correct order. Write in your notebook. Tell the class the summary of the episode.

- A They found a cabin.
- B The Monstertrackers went to Alaska.
- C Boogey heard a noise.
- D Phil had an accident on his snowmobile.
- E The dogs scared the bird away.
- F They used sled dogs to pull them along.
- G Thunderbird appeared.

Fact or Fiction?

- Its wingspan is around 14 feet.
- Its head is about 3 feet long.
- The legend of the Thunderbird goes back hundreds of years as part of the mythology of some Native American tribes.



MY PROGRESS

Write in your notebook.

My favourite activity



ICT

Project



ACROSS CULTURES



Self-evaluation

- talk about nature's curiosities
In Namibia's desert there are tall sand dunes that slowly move with the wind over time.
- talk about mysterious creatures
The Kelpie has a green mane, hooves and a tail.
- express feelings
I passed my test and felt very excited.
- talk about bizarre coincidences
I met someone with the same birthday as me while I was travelling abroad.
- write a paragraph about a mysterious creature
- write a short story about a coincidence

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Healthy Living

▶▶ What's in this module?

- sports/activities & equipment
- food
- injuries/accidents & first aid
- plurals & countable/uncountable nouns
- quantifiers & partitives
- singular/plural nouns
- subject – predicate agreement
- phrasal verbs: *give*
- ask/talk about health

Find the page numbers for

- a shark • a carton of milk
- a restaurant menu

Vocabulary

• Sports/Activities & Equipment

1 Match the words (1-15) to the letters (A-O). Listen and check. Write in your notebook.

1 mat	6 wetsuit	11 helmet
2 goggles	7 snowboard	12 step
3 flippers	8 ball	13 trainers
4 gloves	9 puck	14 skates
5 racquet	10 stick	15 snorkel

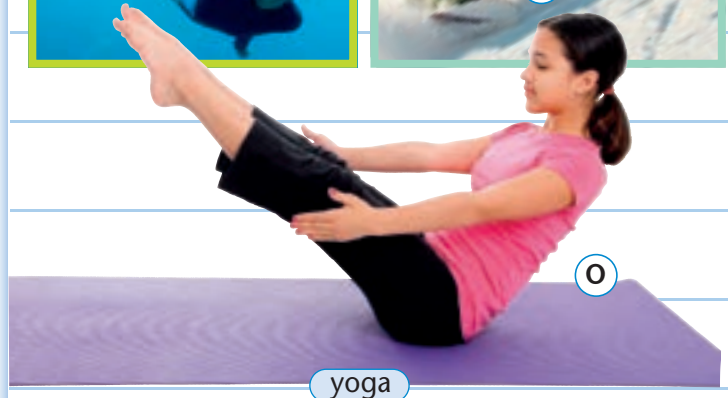
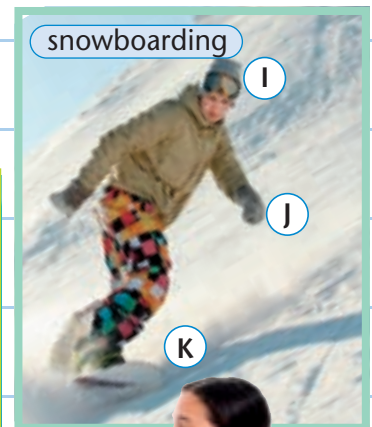
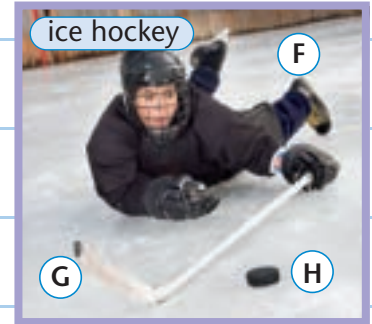
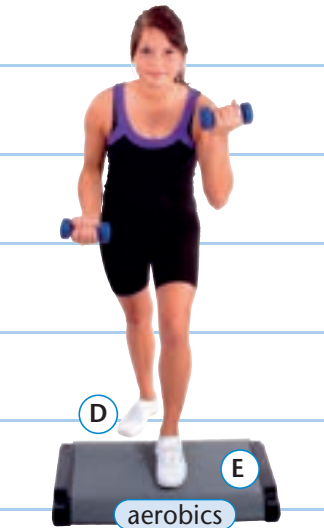
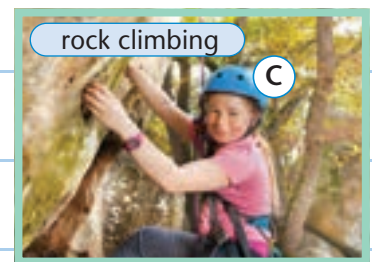
2 Put the sports/activities under the correct heading. Write in your notebook. Find more collocations with *do*, *play* and *go* in your dictionary. Write in your notebook.

- do + activity/exercise *do karate*
- play + sport *play football*
- go + activity -ing *go skating*

do

play

go



3 Which of the sports in the pictures are extreme sports?

4 Complete the sentences in your notebook.

My favourite sport/activity is You need ...
to play/do it. I like ... a lot because it's

Reading

1



Which food/drinks in the eatwell plate are good for people who play sports?



Listen and read to find out.



- 1 fruit & vegetables
- 2 starchy foods
- 3 dairy products
- 4 sugar and snacks
- 5 proteins



Food for Sport

Playing sports and doing physical activities are great ways to keep fit. It is also important to eat a healthy, balanced diet to provide your body with all the nutrients it needs.

Eating for Sport

- We all need energy. Foods with carbohydrates such as bread, rice, pasta and potatoes are an excellent source of energy. When you eat food containing carbohydrates, your body stores them in your muscles. The muscles use them as their fuel. When you exercise, you need a lot of carbohydrates in your meals, but when you want to lose weight, you don't. Carbohydrates can easily make you put on weight.
- Foods with protein such as meat, fish, and milk are also a good source of energy. They help your muscles grow and repair themselves. Athletes eat a diet high in protein to keep their muscles and bones strong and in good shape.

Drinking for Sport

When exercising it is important to drink liquids or else you get dehydrated. Avoid sugary drinks. Water is very important for those who exercise. Remember to:

- drink a lot of water before you start exercising.
- always have a bottle of water available during exercise.
- drink plenty of water when you have finished.

Check these words

- nutrient • carbohydrates
- store • muscle • fuel
- protein • liquid
- dehydrated

Menu

Starters

green salad	£3.00
grilled vegetables	£3.50

Main Courses

pizza (pepperoni, cheese)	£5.75
fish & chips	£6.80
pasta & meatballs	£6.15
roast chicken & potatoes	£6.50

Desserts

chocolate cake	£3.50
apple pie	£2.30

Drinks

fizzy drinks	£1.50
iced tea/juice	£2.00

2

Read the text and decide if the sentences are **T (true)**, **F (false)** or **DS (doesn't say)**. Correct the false statements. Write in your notebook.

- 1 Sports help you stay fit and healthy.
- 2 Certain sports require certain foods.
- 3 Sugar and bread strengthen an athlete's muscles.
- 4 Eating meat helps an athlete to have energy.
- 5 An athlete mustn't drink any water during exercise.
- 6 Drinks that contain sugar can destroy your teeth.

3



Imagine you are at a restaurant. Look at the menu on the left, and in groups decide what to order in the following situations, based on the information in the text in Ex. 1.

- You have football practice later and you need energy.
- You are on a diet and you want to lose weight.

Vocabulary

• Food

4 a)  Look at the food in the pictures (1-9).  Listen and repeat.



chicken curry and rice



cereal and milk



fish and chips



pancakes and fresh fruit



pasta and meatballs



soup and bread



salmon and veggies



green salad



eggs and bacon

b) Which of the food in Ex. 4a can someone have for breakfast? for lunch? for dinner? Write in your notebook.


• Prepositions


5 Fill in the correct preposition: *at*, *in* (x2), *of*. Write in your notebook.

- 1 Lisa is interested ... cooking healthy meals.
- 2 Jonathan often eats ... home.
- 3 Regular exercise keeps you ... good shape.
- 4 Carbohydrates are a great source ... energy.



Speaking & Writing

6  Which food in Ex. 4a do you think is healthy for athletes? Why? Tell the class.

7  Collect more information on sports and diet. Complete the article below. You can use the key phrase: **food for sport**. Write in your notebook.

Eat well,
play well



When you exercise, you ..., so it's important to eat ..., like ... You should also eat ..., such as ... It's also important to drink ... to stay ... while you exercise. After exercising, you should eat ... to allow your body to recover better.

Note

Plurals

- nouns + **s** *pen – pens*
- nouns ending in **-s, -ss, -sh, -ch, -x, -o** → **es** *gas – gases, dress – dresses, brush – brushes, beach – beaches, fox – foxes, potato – potatoes*
BUT *radio – radios*
- consonant + **y** → **ies** *baby – babies*
BUT vowel + **y** → **s** *boy – boys*
- f/-fe** → **ves** *scarf – scarves, knife – knives* **BUT** *roof – roofs*

Irregular plurals

man – men, woman – women, child – children, fish – fish, foot – feet, person – people, tooth – teeth, mouse – mice

• Plurals & Countable/Uncountable nouns – Quantifiers

1 Read the Note box and write the *plural* of the words in your notebook.

1 bottle	4 orange	7 box	10 egg
2 roof	5 toy	8 leaf	11 tooth
3 person	6 fish	9 tomato	12 family

2 Read the theory and decide if the nouns are C (countable) or U (uncountable). Then write the plural form of the countable nouns. Write in your notebook.

Countable	Uncountable
<i>How many apples do you need?</i> <i>Not many.</i> <i>There are a lot of/lots of apples on the table.</i> <i>There aren't many apples.</i> <i>There are only a few apples.</i> (some) <i>There are very few apples.</i> (almost no) <i>Are there any apples?</i> <i>We haven't got any apples.</i> <i>We have no apples.</i>	<i>How much flour is there?</i> <i>Not much.</i> <i>We've got a lot of/lots of flour. Let's make a cake.</i> <i>We haven't got much flour.</i> <i>We've only got a little flour.</i> (some) <i>There is very little flour.</i> (almost no) <i>Is there any flour?</i> <i>There isn't any flour.</i> <i>There is no flour.</i>


1 banana C – <i>bananas</i>	4 watermelon	7 tomato
2 strawberry	5 beef	8 pizza
3 sugar	6 cheese	9 lemon

3 Choose the correct item. Write in your notebook.


- How much/many orange juice is there? Not many/much.
- I've got a few/a little sugar left, but I haven't got few/any flour.
- There aren't many/much eggs in the fridge. Can you buy me some/a lot?
- I want a/some milk, please. I'm afraid we have no/any milk.
- There are a lot of/a little cherries. We can make little/some cherry cupcakes.
- How much/many lemons have we got? We have lots of/little lemons.
- There are very few/little biscuits in the cupboard. We need to buy any/some.
- Do you want any/some milk in your tea? Just a little/few, please.

Note

Countable nouns

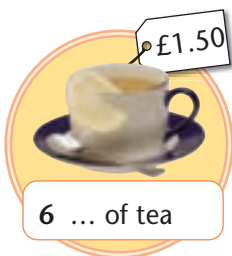
are nouns we can count. *a/one pear – two pears* 

Uncountable nouns

are nouns we can't count. *some sugar*
(NOT: ~~a sugar~~ – ~~two sugars~~) 

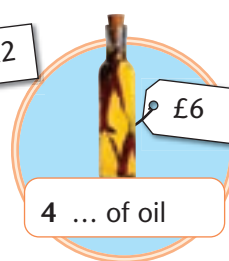
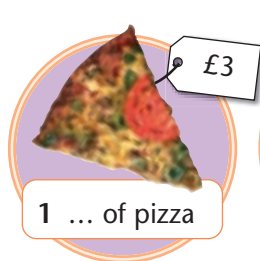
Note

We can use countable and uncountable nouns after **partitives** (phrases of quantity):
a bar, box, bottle, bag, packet, carton, can, jar, loaf, piece, slice, bowl, cup, glass.
a bar of chocolate, a box of cereal, a packet of biscuits, etc



Partitives

- 4 a) **Fill in:** *piece, bowl, jar, cup, slice, loaf, glass, carton, bottle.* **Write in your notebook.**



- b) **In pairs, ask and answer, as in the example.**

A: *How much is a slice of pizza?*

B: *It's £3 a/per slice.*

- 5 **Choose the correct item. Write in your notebook.**

A: Let's make a list for the supermarket.

B: Good idea. We need 1) a/some bread and 2) a few/a little tomatoes.

How 3) many/much sugar is there in the cupboard?

A: We have 4) any/no sugar, so we need to buy a 5) bag/carton.

B: Sure. Is there 6) any/some coffee?

A: Yes, we still have 7) a/some coffee. I don't think we have 8) some/any biscuits or sweets.

B: Then let's buy 9) a/some chocolate.

A: OK. Let's buy two 10) bars/packets. Is that everything?

B: Yes, I think so.

- 6 **You are planning to have a party on Saturday. In pairs, make your own list for the supermarket.**

Vocabulary

• Injuries/Accidents & First aid

1

a) What happened to the people on the left? Tell your partner.

Jane burnt her hand.

b) Look at the pictures in Ex. 1a and write sentences in your notebook, as in the example. Tell the class.

rest it put some cream on it put an ice pack on it have an X-ray
put a bandage on it clean the wound wear a plaster cast put a dressing on it

Jane burnt her hand, so she put some cream on it.

Reading

2 Look at the photographs. What is the text about?

🔊 Listen and read to find out.



Shark Attack

Bethany Hamilton's surfer lifestyle hasn't changed despite losing her left arm in a terrible shark attack.

Bethany has been a surfer since the age of five. At the age of 13 she came 8th in the world for under-eighteens and her future looked bright. However, on 31st October 2003 13-year-old Bethany went surfing with her friends at Tunnels Beach in Hawaii. She was waiting to catch a wave when she suddenly felt a sharp pain in her arm and saw the sea turn red. She quickly realised that she was the victim of a shark attack! Her friends carried her back to the beach and took her to hospital.

Bethany lost 60% of her blood and is lucky to be alive. What is amazing about her is that she never gave up surfing. Just three weeks after losing her arm, she was surfing again! It wasn't easy for her, though. She had to find a way to pull herself up onto the board with only one arm. Her father, Tom, also a long-time surfer, helped her. He made a special handle on her boards which she uses to pull herself up.

Bethany has promised herself not to let anything stop her from doing what she loves most. Soon after the shark attack, she entered a local surfing competition and surprised everyone by taking fifth place. A few months later, she won the NSSA (National Scholastic Surfing Association) Nationals in 2005.

Bethany hasn't returned to the beach where her accident happened. However, the young American surfer is a very strong person. She says, "I think anyone can overcome obstacles if they really try."

3

Read the text and answer the questions in your notebook.

- 1 What happened to Bethany when she was 13?
- 2 What did her friends do?
- 3 How did Bethany's father help her surf again?

Check these words

- catch a wave
- sharp pain
- victim
- overcome obstacles
- handle



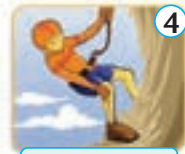
Jane/burn her hand



Kelly/sprain her wrist



Mary/hit her head



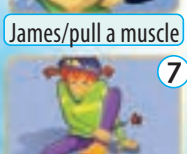
Steve/cut his leg



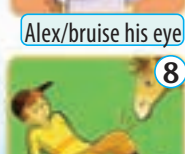
James/pull a muscle



Alex/bruise his eye



Martha/twist her ankle



John/break his leg

Did you know

- In 2004, Bethany wrote a book called *Soul Surfer* about her experience.
- In 2007, the book was made into a film called *Heart of a Soul Surfer*.

- **Singular/Plural nouns**

1 Read the theory.

We use **singular verb forms** with:

- mass nouns: **butter, cheese, bread, air, gold, wood**, etc.
There is some milk left in the fridge.
- school subjects/sports: **Maths, Physics, gymnastics, aerobics**, etc.
Physics is my favourite subject at school.
- games: **billiards, darts**, etc. *Billiards is my favourite game.*
- diseases: **measles, mumps**, etc. *Measles is a terrible childhood disease.*
- some other nouns: **news, advice, information, money, furniture, hair, homework, rubbish, jewellery, luggage**, etc. *The news is on TV.*

We use **plural verb forms** with:

- nouns: **clothes, police, people**, etc. *My clothes are on the bed.*
- objects consisting of two parts such as: **pyjamas, trousers, jeans, scissors, binoculars, glasses**, etc.
My jeans are in the suitcase.
- Group nouns **class, company, family, government, group, public, staff, team**, etc can take either a singular or a plural verb.
The team are wearing blue T-shirts. (the team as individual people)
The team has practice three times a week. (the team as a group)

2 Choose the correct item. Write in your notebook.

- 1 Your glasses **is/are** on the desk.
- 2 Maths **is/are** my favourite school subject.
- 3 Your trousers **is/are** dirty.
- 4 The police **is/are** on their way.
- 5 Where **is/are** the money?
- 6 The shorts **is/are** in the washing machine.
- 7 Family **is/are** very precious to me.
- 8 There **is/are** people outside the bank.

3 Fill in with *is* or *are*. Write in your notebook.

- 1 Aerobics ... Jessica's favourite sport.
- 2 The good news ... that we won the game.
- 3 Look! These cycling shorts ... on sale at the moment.
- 4 Mumps ... a very serious illness.
- 5 The class ... working hard to finish their projects.



Note

The words **each, each one, everyone, everybody, anyone, anybody, nobody, somebody, someone**, and **no one** take a singular verb. *Nobody is here yet.*

• Subject – Predicate agreement

4 Read the theory.

- The subject always agrees with the verb in person and number.
*Jack is tired. We are exhausted. Where are the scissors?
Chris and Harry have gone to the gym.*
- When the subjects are connected with **and**, they take a verb in the plural form.
Miley and Sam are going to the supermarket now.
- **Both ... and** means not only one, but also the other. We do not use **both** in negative structures. They are followed by a plural verb. We can use **both** + noun/action + **and** + noun/action. *Both Paul and Brian have got skates.*
- **Neither ... nor** means not one and not the other. **Neither** is a negative word and takes an affirmative singular or plural verb depending on the subject that follows **nor**. *Neither Mary nor Kate likes yoghurt.* (= Both Mary and Kate don't like yoghurt.) *Neither Ellen nor her sisters have got a wetsuit.*
- **Either ... or** means this one or the other one. It expresses a choice between two (or more) things. It takes an affirmative singular or plural verb depending on the subject that follows **or**. *Either Ken or David needs to see Mrs Smith.
Either Dad or the boys are going to the market.*



5 Choose the correct verb form. Write in your notebook.

- 1 Both Tony and Sophie **has/have** gone rock climbing this weekend.
- 2 Either Laura or her parents **is/are** travelling to London tomorrow.
- 3 Neither Jenny nor Alice **like/likes** going to the gym.
- 4 Everyone in my class **is/are** attending the school's football game.
- 5 Either Monica or Julie **is/are** coming to the beach with us.
- 6 Neither Simon nor his friends **has/have** got helmets to go cycling.

6 Rewrite the sentences using **both ... and, neither ... nor, either ... or, as in the example. Write in your notebook.**

- 1 Jim likes ice hockey. Zak likes ice hockey, too.
Both Jim and Zak like ice hockey.
- 2 My mum is making dinner or else my sister is.
- 3 Ted can't play golf. John can't play golf.
- 4 Martha has got skates. Fiona has got skates, too.
- 5 Daniel doesn't drink tea. Kim doesn't drink tea.
- 6 Adam is talking on the phone or else Paul is.
- 7 Dorina doesn't like jogging. Laura doesn't like jogging.



Aches & Pains/ Illnesses

1



(a) stomach ache

2



toothache

3



a headache

4



a sore throat

5



a temperature

6



a cough

7



a cold/the flu

• Asking/Talking about health

1

Listen and repeat.

- I feel terrible. • Are you OK? • You don't look well. • What's wrong?
- I can't stand it any longer. • Then you should see a dentist.

2

What happened to John? What is Jenny's advice?

Listen and read the dialogue to find out.

Jenny: Are you OK, John? You don't look well.

John: I feel terrible.

Jenny: Oh dear! What's wrong?

John: I've got dreadful toothache.

Jenny: Why don't you take a painkiller?

John: I did, but it still hurts.

Jenny: When did you take it?

John: About an hour ago.

Jenny: Well, it should make you feel better soon.

John: I can't stand it any longer.

Jenny: Then you should see a dentist.

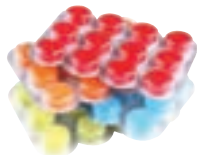
John: I hate going to the dentist.

Jenny: I'm sorry, but you have to go.

John: I suppose you're right.

3

Match the illnesses (1-7) to what you can do to feel better (a-d). Write in your notebook.



a have a lozenge



b take medicine/
an aspirin/
a painkiller



c take cough
syrup



d drink
tea

4





Act out a similar dialogue. Use the dialogue in Ex. 2 as a model and your answers from Ex. 3.

Student A: Your friend looks awful. Ask what the problem is, then tell him/her what to do.

Student B: You have a *headache*. Tell your partner. Agree to do what he/she advises you to do.



Speaking & Reading

- 1**  **Look at the teens in the pictures. What kind of eating habits do you think they have?**
 **Listen and read to find out.**

Teens & Food

Most people think of fish and chips and Yorkshire pudding when they think about British food. Although we still eat these foods on occasion, we have different eating habits nowadays. My name's David and I'm 14 years old. I live in London, which is a multicultural city, so, as you can imagine, there are a lot of different restaurants here. I love eating takeaways and I usually do at least five times a week.

I usually begin my day with a bowl of sugary cereal and a glass of orange juice. Then, for lunch, I have a hamburger and chips or a small pizza with a fizzy drink at our school canteen. After school, I go home and I eat a cheese sandwich and a banana. For dinner, I love eating Indian curries, kebabs or Chinese noodles, but my mum usually forces me to eat salads, fish and vegetables at home.

I know home-cooked food is better for my health, but fast food is so full of flavour. I don't think I will ever give it up.



Many people believe that most Americans eat junk food like hamburgers, hot dogs, fried food and pizzas. However, many of us are changing our eating habits by eating healthier foods. My name is Tina and I'm one of those Americans. My family and I are vegan. This means that we don't eat foods such as meat, dairy products, eggs, honey or even most chocolate bars. We chose this because we're against animal cruelty. This has helped me learn to cook interesting dishes.

For breakfast, I usually make porridge or pancakes with soya milk and I often have a salad for lunch. In the evenings, we try out different recipes from cookbooks and from the Internet.

I believe that the food I eat is very tasty and it gives me more mental and physical energy. My eating habits don't just make me look and feel healthy, they also make me feel good about saving animals' lives.



Check these words

- multicultural
- school canteen
- force
- junk food
- mental
- curry
- home-cooked
- porridge
- physical

2 Read the texts and decide if the sentences are T (true), F (false) or DS (doesn't say). Write in your notebook.

- 1 David never eats fish and chips.
- 2 His favourite junk food is pizza.
- 3 His mum never makes him eat at home.
- 4 Tina's eating habits reflect her love of animals.
- 5 She cooks most of her own meals.
- 6 She eats more vegetables than fruit.

3 **Portfolio** Write a text about your eating habits in your notebook. Follow the plan. You can use the texts in Ex. 1 as models. Tell the class. Keep it in your portfolio.

Para. 1: what foods are typical of your country and how often people eat them

Para. 2: what foods you like and what you usually have for breakfast, lunch and dinner

Para. 3: your thoughts and feelings about your eating habits

What do you like to eat? Do you eat a lot of healthy food/junk food/home-cooked food?



Game

1 Write the names of the sports in your notebook. You've got 5 minutes!

Name:

- 2 sports that involve water
- 2 sports that use a board
- 2 sports that involve heights
- 4 sports that you play with a ball



4 Look at the pictures and read the title of the song. What do you think the song is about?

Listen and read to find out.



▶ Video



Be the Best

Treat your body with respect
And it will look after you
When you live a healthy life
There is nothing you can't do

*The greatest thing that you can do
Is make sure you live healthily
Look after yourself every day
Be the best that you can be*

Exercise, watch what you eat
And get plenty of sleep at night
Your body has to last a lifetime
So you need to treat it right

Give yourself what you deserve
Stay in shape and you'll go far
By working out and keeping fit
You can be a superstar

Quiz



2 Do the quiz. Decide if the sentences are T (true), F (false) or DS (doesn't say). Write in your notebook.

- 1 You need a puck to play ice hockey.
- 2 Athletes avoid food with high protein.
- 3 Bethany Hamilton loves water sports.
- 4 Tunnels Beach is in Hawaii.
- 5 When you have a headache, you drink tea.



3 **THINK!** Look at Module 3 and write a T/F/DS quiz of your own. Write in your notebook.



5 **THINK!** Do you have a healthy lifestyle? Tell the class.



1 Complete the sentences with *do, play, go* and one of the words below. Write in your notebook.

- a racquet • goggles • a wetsuit • a puck
- a mat

- 1 When you ... snowboarding, you need a snowboard and
- 2 When you ... ice hockey, you need a stick and
- 3 When you ... tennis, you need
- 4 When you ... yoga, you need
- 5 When you ... snorkelling, you need flippers and

(5x4=20)

2 Fill in: *pancakes, sprained, plaster cast, soup, muscle*. Write in your notebook.

- 1 The doctor put John's leg in a
- 2 She ... her wrist while she was playing tennis.
- 3 Megan loves having ... for breakfast.
- 4 She pulled a ... while she was lifting some weights.
- 5 Tom is sick, so he is having ... for lunch.

(5x4=20)

3 Choose the correct item. Write in your notebook.

- 1 We haven't got **much/many** milk left.
- 2 I can eat eight **slices/loaves** of pizza.
- 3 We've got a **few/a little** money to spend on jewellery.
- 4 We've got a **few/a little** apples. Let's make an apple pie.
- 5 Would you like a **bowl/cup** of tea?
- 6 Can you get me the **bottle/jar** of oil from the cupboard?
- 7 We haven't taken **many/much** pictures.
- 8 We should have a **packet/carton** of orange juice in the fridge.
- 9 She's got **much/a lot of** scarves.
- 10 I'm going to the baker's to buy a **loaf/piece of** bread.

(10x2=20)

4 Choose the correct verb form. Write in your notebook.

- 1 Be careful! Those scissors **is/are** very sharp.
- 2 Neither Sam nor Ben **like/likes** playing tennis.
- 3 Chickenpox **is/are** a childhood disease.
- 4 Both Ron and Mike **is/are** athletes.
- 5 Everyone in my class **is/are** going to the football match.

(5x4=20)

5 Complete the dialogue with the sentences (a-e). Write in your notebook.

- a I feel terrible.
- b I suppose you're right.
- c You should see a doctor.
- d What's wrong?
- e Are you OK?

A: Hi Lina. 1) You don't look very well.

B: 2)

A: Really? 3)

B: I've got a terrible stomach ache.

A: 4)

B: I don't like doctors.

A: It won't get better by itself.

B: 5)

(5x4=20)

TOTAL: 100





MY PROGRESS

Write in your notebook.

My favourite activity



ICT

Project




ACROSS CULTURES



Self-evaluation

- talk about sports/activities & equipment
To do yoga, you need a mat.
- talk about food
I usually have cereal and milk for breakfast.
- talk about injuries/accidents & first aid
Julie hit her head, so she put an ice pack on it.
- write an article about sports and diet
- write an email about an accident
- write a text about eating habits

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

All Things High-Tech

▶▶ What's in this module?

- gadgets
- rooms, furniture & appliances
- computer language
- future tenses
- modal verbs
- phrasal verbs: *come*
- giving instructions

Find the page numbers for

- a bar graph
- a tablet
- a computer chip

Vocabulary

• Gadgets

1


a)   Listen and repeat.

b) What have/haven't these gadgets got? Make sentences with the gadgets in the pictures and the words below. Write in your notebook.

- a touch screen
- headphones
- a controller
- a keyboard
- buttons

A smartphone has got a touch screen, but it hasn't got a keyboard.


2

 Listen and repeat: *play games, call friends, send text messages, get directions, read books, listen to music, watch films, go online.* Use these phrases to say how we use the gadgets in the pictures.

We use a games console to play games.

Speaking

3

 Which gadget do you think will/won't be around in 20 years? Give reasons.

1



smartphone

2



satnav

3



games console

4



laptop

5



MP3 player

6



tablet

Reading

1



Read the title and look at the picture. What do you think the article is about?



Listen and read to find out.



SMART HOUSES

What will Bill Gates think up next? Once again, he is leading the way to the future and he has come up with a brilliant idea. He is teaming up with a German company to make our homes smart! Our reporter, Tony Smith, went to take a tour of these smart houses to see what is inside!

"They call them 'intelligent building control systems' for a good reason. While the buildings are really beautiful, it is the technology that inspires us! It makes me wonder how people will use it in homes around the world in the future.

One of the main features in the houses is the software that makes it seem as though the buildings are interacting with you. When you enter the house, you wear a pin that connects with the networking system of the home. This little pin has all your information and as you move around the house, it changes the settings, like the temperature or brightness of the lights, for you. The use of mini computers and sensors all around the house makes this possible.

These mini computers know where people are and where they are going to go with the help of the sensors which track the signals from the pin. For example, a person is watching a film in the living room and goes to the kitchen, the system will move the film to a nearby TV screen. Or, as someone walks from one end of the house to the other, the lights will turn on as they enter, and turn off as they leave, automatically. The temperature of the room will also change according to the person's tastes.

There are many different uses for this technology today and in the future. Hopefully, it will help to reduce the energy we use to run our homes, and this way we will protect our planet in style."

Check these words

- lead • inspire • wonder
- feature • interact • pin
- networking system
- sensor • track • reduce

2

Read the text and complete the sentences in your notebook.

- 1 Bill Gates and a German company want to make
- 2 The house owner's information is in a(n)
- 3 Mini computers and sensors change the
- 4 The sensors track
- 5 Smart homes will help

Design your ideal smart house. Think about: rooms – furniture – appliances and features. Present it to the class.

Note

Accepting an invitation

Opening

Thank you (so much) for the invitation/
Thanks for the invitation, I'd love to come.

Closing

See you then. I'm looking forward to it.

Refusing an invitation

Opening

Thank you/Thanks for the invitation, but I'm afraid I won't be able to come/make it.

Closing

I'm sure we can get together some other time./I'm really sorry I'll have to miss it.

Dear _____,

Para. 1: thank and accept/refuse the invitation

Para. 2: say what you hope to do/say why you can't go

Para. 3: close the letter

Your name

• Rooms, furniture & appliances

3 Copy and complete the table with the words below in your notebook. You can check in your dictionary.

- chair • bathroom • dishwasher • carpet • attic • desk • DVD player
- table • sofa • living room • TV • door • bed • computer • kitchen
- armchair • fridge • bedroom • washbasin • hall • pillow • toilet
- cooker • wardrobe • garden • window • fence • cushion • bath

Rooms/Areas	Furniture	Appliances	Other
bathroom	chair	dishwasher	carpet

4 Which of the rooms, furniture & appliances can you see in the picture?



come up with = find (an answer, idea, solution, etc)
come across = discover by chance
come out = 1) be published, 2) (of stairs) be able to be removed
come down with = become ill
come off = happen as planned/succeed

• Phrasal verbs: come

5 Read the box and choose the correct particle(s). Write in your notebook.

- 1 Nick came **up with/across** an old friend on social media the other day.
- 2 Henry got soaked in the rain and came **down with/across** a nasty cold later.
- 3 The new video games console is coming **out/off** next week.
- 4 The technician came **out/up with** a great idea to fix my old laptop.

Speaking & Writing

6  **Describe your house to your partner.**

My house is ... It has got ...

7 **Portfolio** Your English penfriend has invited you to spend a week in the summer at his/her house. Write him/her a letter accepting/refusing the invitation. Keep it in your portfolio. Use the language in the Note box and the plan to help you. Swap papers with your partner. Evaluate his/her piece of writing.

- *be going to* (revision)

1 Read the theory.

Affirmative	Negative	Interrogative	Short answers
I am going to play .	I am not/’m not going to play .	Am I going to play?	Yes, I am./ No, I’m not.
You are going to play .	You are not/aren’t going to play .	Are you going to play?	Yes, you are./ No, you aren’t.
He/She/It is going to play .	He/She/It is not/isn’t going to play .	Is he/she/it going to play?	Yes, he/she/it is./ No, he/she/it isn’t.
We/You/They are going to play .	We/You/They are not/aren’t going to play .	Are we/you/they going to play?	Yes, we/you/they are./ No, we/you/they aren’t.

We use **be going to** for:

- future predictions based on what we see. *Look at the clouds! It’s going to rain.*
- future plans & intentions. *I’m going to get a summer job.*

Time expressions: *tomorrow, next week/month/summer, etc.*



2 Put the verbs in brackets into the correct form of *be going to*. Write in your notebook.

- 1 Cathy ... (take) a lot of photos on her trip to Bucharest.
- 2 ... (the Millers/buy) a new satnav next month?
- 3 Megan and Helen ... (not/stay) at a hotel.
- 4 Mr and Mrs Smith ... (go) to the mall tomorrow.
- 5 Peter ... (not/write) his essay on the computer.

3 Read the notes, then complete the sentences. Use the verbs in brackets into the present simple or the present continuous. Write in your notebook.

Note

(future meaning)

We use the:

- **present simple** for **timetables, schedules** or **programmes**. *The mall opens at 10:00 am.*
- **present continuous** for a **fixed future arrangement**. *Tom is having a party this Sunday.*



Mary & Gina -
cinema/Saturday evening/
outside cinema - 7:30 pm

Ron & Brian -
Constanta/
Saturday/bus -
6:20 pm

- 1 This Friday, Harry ... (fly) to Melbourne. His plane ... (leave) at 3:00 pm.
- 2 Mary and Gina ... (go) to the cinema this Saturday evening. They ... (meet) outside the cinema at 7:30 pm.
- 3 Ron and Brian ... (visit) Constanta this Saturday. The bus ... (arrive) there at 6:20 pm.

Note

Time Expressions

we use with the **future simple**:
tomorrow, tonight,
soon, next week/
month, etc.



Fortune telling.
Make predictions
for your classmates.

Tell your partner: two plans or intentions, two fixed arrangements for the near future and two things you think will happen in the future.

• Future simple (*will* + main verb)

4 Read the theory.

Affirmative	Negative	Interrogative	Short answers
I/You/He/She/It/ We/You/They will/'ll leave.	I/You/He/She/It/We/ You/They will not/ won't leave.	Will I/you/he/ she/ it/we/you/ they leave?	Yes, I/you/he/she/it/ we/you/they will./ No, I/you/he/she/it/ we/you/they won't.

We use the **future simple** for:

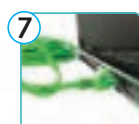
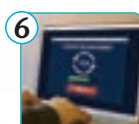
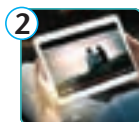
- on-the-spot decisions. *I'm thirsty. I'll drink some water.*
- predictions based on what we think with the verbs **think, believe, hope, expect** and the expressions **be sure, be afraid**. *I hope you'll have a great time at the science festival.*
- promises, warnings, hopes and offers. *I promise I won't be late.*

5 Complete the sentences with the correct form of the future simple and the verbs: surf, drive, have, not go out and ask. Write in your notebook.

- 1 ... everyone ... smart houses in the future?
- 2 I think Kate ... her parents for a smartphone.
- 3 It's cold outside. I ... tonight.
- 4 Tyler is bored. He ... the Net.
- 5 I believe people ... eco-friendly cars in the future.

6 Use *be going to*, the *present continuous*, the *present simple* or the *future simple* of the verbs in brackets to complete the gaps. Write in your notebook.

- 1 A: I think technology ... (solve) a lot of problems in the future.
B: Maybe, but I believe it ... (create) lots of new ones, too.
- 2 A: ... (you/go) shopping this afternoon?
B: Yes. John ... (pick) me up at 5:00. We talked earlier.
- 3 A: What are your plans after you finish school?
B: We ... (spend) a week in Malibu.
- 4 A: Do you want to listen to the weather report?
B: There's no need. Look at the sky! It ... (be) a lovely day.
- 5 A: What time ... (factory/open) tomorrow?
B: At 9 o'clock, but I ... (arrive) there earlier. I want to make a good impression on my first day!



Vocabulary

• Computer language

1 Match the pictures (1-7) to the functions (A-G). Write in your notebook.

- | | |
|----------------------------|-----------------------------------|
| A connect to the Internet | E click on (with a mouse) |
| B update software | F save files on a hard drive |
| C scan documents/pictures | G stream (live) shows/films/music |
| D print documents/pictures | |

Reading

2 Read the title of the text. What do you think it means?

Listen and read to find out.



Check these words

- screenager • move up
- majority • multi-tasking
- survey • addiction
- boot camp

Square-eyed Teens!

Are you a screenager? Do you watch TV, text your friends, chat online, or perhaps try to move up another level in one of your favourite video games? Well, if you are, you belong to the majority. You are another quick-thinking, multi-tasking teenager, like millions of others who are constantly in touch with their friends.

Most teenagers do almost everything electronically. They watch digital TV, listen to music on a digital MP3 player and communicate electronically with friends through email, instant messaging or by mobile phone. Teenagers even do most of their reading online now. When they need help with their homework, it's often the Internet that they turn to. Gadgets are, in fact, teenagers' primary tools of communication, information and entertainment. According to a recent survey more than half of teenagers prefer to spend most of their time in their bedroom because that is where their favourite gadgets are.

Experts from all over the world worry that teenagers' addiction to technology is having an effect both on their health and on their behaviour. In some countries, teenagers are getting help. In Britain, for example, there is a clinic that helps young people whose passion for all electronic things is having a negative effect on their lives. In China and Korea, there are even boot camps where children get psychological help and treatment. There, young people have to do non-gadget-related activities. It's probable that these types of camps will become common in other countries in the future. Learning to keep a balance between the real and the virtual world will help the 'square-eyed generation' understand that gadgets and technology are useful and fun, but they should not let them rule their lives.



Did you know

People send 293 billion emails every day.

3 Read the text and answer the questions in your notebook.

- 1 How do you define someone as a screenager?
- 2 How does a teenager use their gadgets?
- 3 Why might boot camps become common in the future?

How do you think teens will spend their free time in 50 years? Discuss in pairs.

• Prepositions

4 Fill in the correct preposition: *in, to, with (x2), on*. Write in your notebook.

- 1 Modern technology allows us to communicate ... people within seconds.
- 2 A lot of teenagers listen ... music on their MP3 player.
- 3 Too much TV can have an effect ... children's marks at school.
- 4 He doesn't participate ... online games.
- 5 She is in touch ... her friends almost all the time.

Listening

5 Listen and match the speakers (1-5) to the statements (A-F). There is one extra statement. Write in your notebook.



- 1 Rupert
- 2 Judith
- 3 Jenna
- 4 Samuel
- 5 Hannah

This person ...

- A uses the Internet mostly to do homework.
- B doesn't think he/she needs help.
- C was addicted to text messaging.
- D reconnected with old friends on the Internet.
- E doesn't like chatting online.
- F thinks he/she is a typical teenager.

Speaking

6 Look at the bar graph. Use the phrases: *the majority of (>75%), most of (>50%), half of (50%), some of (<40%), a third of (33%), a few of (<20%), very few (5%),* to make sentences in your notebook and present the results of the survey to the class.

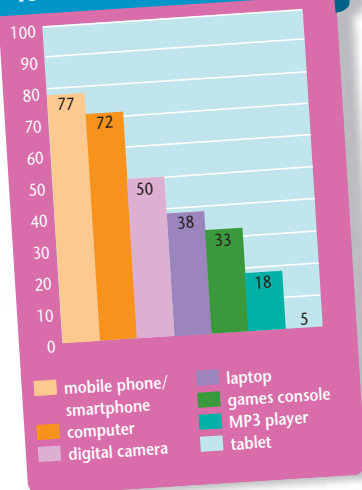
The majority of Year 8 students at Cherrytree High School have got a mobile phone.

Writing & Project

7 Are your classmates screenagers? Find out. Do a survey. Collect information and prepare a bar graph like the one in Ex. 6 in your notebook. Present it to the class.

Teens & their gadgets

Year 8 - Cherrytree High School



- **Modal verbs**

1 Read the theory.

Obligation/Necessity/Lack of necessity (*must – have to/need to – don't have to/don't need to*)

I must listen to my teacher. (It's my duty. I say so.)

I must learn how to install applications on my smartphone. (It's necessary.)

I have to/need to study harder. (It's necessary. My teacher told me so.)

We don't have to/don't need to print any documents today. (It isn't necessary.)

Prohibition (*mustn't/can't*)

You mustn't download films or music without permission. (It's against the rules/law. You aren't allowed to.)

You can't take pictures in the museum. (You are not allowed.)

Advice (*should/shouldn't – must/mustn't*)

You should save your files before you turn off your computer. (It's a good idea. I advise you to do so.)

People shouldn't click on websites they don't know. (It's not a good idea.)

You must see a dentist for that toothache. (I strongly advise you.)



2 Choose the correct *modal verb*. Write in your notebook.

- A: The computer class starts at 7:00.
B: We **don't have to/mustn't** be late.
- A: Are you on a diet?
B: Yes, the dietician says I **must/have to** eat lots of fruit.
- A: You **mustn't/don't need to** buy tickets. Entrance is free.
B: Really?
- A: You **shouldn't/mustn't** enter this room.
B: I'm sorry. I didn't see the sign, sir.

3 Rewrite the sentences in your notebook using these *modal verbs*: *have to, don't have to, mustn't, should, as in the example.*

- It's prohibited to eat in the computer lab.
You mustn't eat in the computer lab.
- I advise you to buy a new printer.
- It isn't necessary to go to the supermarket.
- It's necessary to wear gloves in the science lab.

Find road signs.
Explain what they mean.



You mustn't turn left.

4 Read the theory.

Requests/Permission (*can, could/may*)

Can I use your smartphone? (Is it OK if I ...? – informal)

Could/May I use your tablet, John? (Would it be OK for me to ...? – formal/polite)

You can/may – can't/may not use my laptop today. (You are allowed./You aren't allowed. – give/refuse permission)

Possibility (*could/may/might*)

Peter could/may/might come to the party. (It's a possibility.)

Probability (*will, should*)

Betty will agree to buy a new tablet. (100% certain)

Fred should be here by 7:00 pm. (90% certain, it's probable)

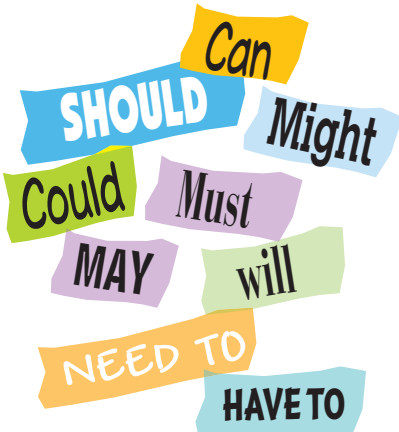


5 Choose the correct *modal verb*. Write in your notebook.

- 1 You **can/could** use my tablet now.
- 2 **May/Might** I have some juice, please?
- 3 They say it **might/can** rain later.
- 4 **Couldn't/Could** I borrow your laptop, sir?
- 5 Max **can't/should** arrive soon.

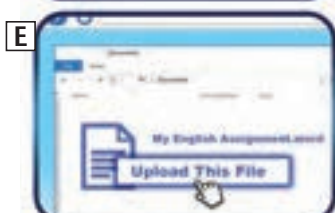
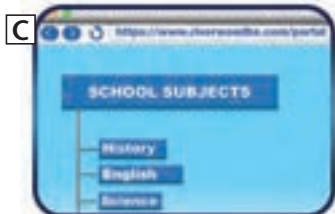
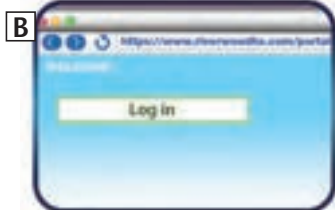
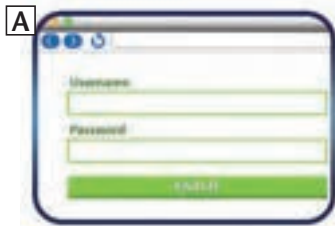
6 Match the *modal verbs* in bold to their meanings (a-i). Write in your notebook.

- | | |
|--------------------------------|---------------------------------|
| 1 You should ... | a We aren't allowed to ... |
| 2 You mustn't ... | b It's your duty to ... |
| 3 You don't have to ... | c It's possible that they ... |
| 4 Can I ... | d It's against the rules to ... |
| 5 You must ... | e It's a good idea to ... |
| 6 He has to ... | f It's necessary for him to ... |
| 7 They may/might ... | g Is it OK if I ... |
| 8 We can't ... | h It isn't necessary to ... |



RIVERWOOD SECONDARY SCHOOL

PORTAL



Note

wh- questions

↘ falling intonation

Yes/No questions

↗ rising intonation

• Giving instructions

1 Read the sentences (A-E). What do you think the dialogue is about?

- A What do I do then?
- B Is that all?
- C Could you help me?
- D That's where I sign in, right?
- E Alright. Thank you very much, Mrs Harrison.

2 Read and complete the dialogue using the sentences (A-E) from Ex. 1. Write in your notebook.

Tony: Excuse me, Mrs Harrison. I'm afraid I can't upload my assignment to the school portal. 1) ...

Mrs Harrison: Of course. First, open your Internet browser and go to www.riverwoodhs.com/portal.

Tony: OK. 2) ...

Mrs Harrison: Then, click on where it says 'Log in'.

Tony: Got it! 3) ...

Mrs Harrison: Yes, exactly! Type in your username and password. Then click 'Enter'.

Tony: OK. What's next?

Mrs Harrison: Now, choose 'English' and click on 'Upload assignment'.

Tony: 4) ...

Mrs Harrison: Almost. Now open the window, find your file, click on it, then click on 'Open'.

Tony: OK. Then on the browser I click on 'Upload this file', right?

Mrs Harrison: Yes, your file is now on the portal.

Tony: 5) ...

Mrs Harrison: You're welcome, Tony.

3 Listen and check. Then put the pictures (A-E) in the correct order. Compare with your partner.

4 In pairs look at the pictures and act out the dialogue.

• Pronunciation (Intonation in questions)

5 Copy the tables in your notebook. Then listen and mark the intonation ↗ or ↘. Listen and repeat.

1 What are you doing?

2 Can you fix it?

3 When can you help me?



4 How do you do this?

5 Do you need any help?

6 Where can I put this?



Speaking & Reading

- 1**  **Look at the title. What type of video game does each country prefer?**
 **Listen and read to find out.**

Gaming Across Cultures

USA In the USA, 65% of the population takes up playing some type of electronic game. Americans love playing video games at any age. The most popular ways of playing games are online or downloaded. Console and mobile phone games are slightly less popular nowadays. American teens like to spend more than 13 hours per week playing video games on their computers or consoles. They prefer playing action and adventure games, followed by sports and racing games. It appears that games with lots of action attract American gamers.

UK Across the Atlantic, it's a slightly different story in the gaming world. In the UK, gaming is less popular, with 53% of the teens playing video games. Console games are the most popular choice for UK gamers. Mobile phone and online games are less popular. UK gamers prefer more complicated games and spend around 12 hours per week playing video games. The most popular types of games in the UK are puzzle and quiz games. Strategy and role-playing games are the second most popular, followed by action games. The gaming trend in the UK seems to be towards problem-solving games.



Top Selling Console Games in the US

- 1 Star Wars Jedi: Fallen Order (action/adventure)
- 2 NBA 2K19 (sport)
- 3 Kingdom Hearts III (action/role-playing)
- 4 Forza Horizon 4 (racing)
- 5 Just Dance 2019 (rhythm/music)

Top Selling Console Games in the UK

- 1 Super Mario Maker 2 (puzzle)
- 2 Minecraft (strategy)
- 3 Spyro Reignited Trilogy (action/adventure)
- 4 Crash Team Racing Nitro Fueled (racing)
- 5 PES 2020 (sport)

Check these words

- attract
- strategy games
- role-playing games

2 Read the texts and complete the sentences in your notebook.


- 1 In the USA, console games are less popular than
- 2 Americans like games with
- 3 In the UK, most teens play
- 4 The top types of games in the UK are

3 Talk about types of games, as in the example.

- A: *Do you like action games?*
 B: *No, I think they're difficult/boring/easy.*
 A: *How about strategy games?*
 B: *I'm crazy about them. They're fun/cool/interesting.*

4 Compare and contrast gaming in the USA and in the UK. Write in your notebook.

In the USA, 65% of the population plays electronic games, while in the UK only 53% plays them.

 **Project**
In groups design a video game. Decide on name, type and story. Present your idea to the class.



1 Copy the word grid and the headings in your notebook. Find 12 words related to rooms, furniture and appliances. Then write them under the correct headings.

Z	G	P	L	E	L	O	T	F	R	I	D	G	E	U
E	T	P	W	C	A	M	D	E	G	F	R	S	K	Q
B	A	A	X	D	M	H	A	L	L	O	L	S	I	X
C	B	E	D	K	B	L	Z	I	D	E	S	K	T	W
O	L	F	P	I	L	T	O	W	J	E	R	Q	C	Z
O	E	Z	H	S	O	F	A	Y	P	T	D	E	H	D
K	K	I	K	A	T	T	I	C	G	A	R	D	E	N
E	A	Z	V	D	J	H	P	P	H	L	U	U	N	V
R	V	H	B	E	D	R	O	O	M	T	A	B	Y	Y
K	R	J	H	T	B	I	M	F	T	T	V	C	S	E

Rooms/Areas

Furniture

Appliances

...

...

...

QUIZ



2 Do the quiz. Decide if the sentences are T (true), F (false) or DS (doesn't say). Write in your notebook.

- 1 Bill Gates came up with the idea for smart homes on his own.
- 2 Screenagers sometimes use books to help them with their homework.
- 3 Screenagers are people who are constantly looking at some kind of screen.
- 4 In Britain, there are boot camps where children receive help with their technology addictions.
- 5 UK teens prefer role-playing games to quiz games.

3



Look at Module 4 and write a T/F/DS quiz of your own. Write in your notebook.

4

These words – screen, avatar, online, message, text, email, glad – appear in the song. What is the song about?

🔊 Listen and read to find out.



Get in Touch

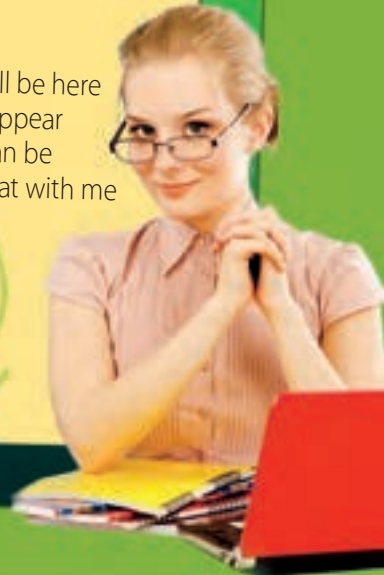
Do you know how long it's been
Since your last post showed up on
the screen?

We miss your smiling avatar
We wonder how and where you are

We're waiting for you to get online
Send us a message and we'll be fine
Just type us a line or two
We only want to hear from you

We go from one day to the next
Just waiting for a call or text
An email or a wink from you
Will make us smile the whole day
through

When you're ready, we'll be here
Waiting for you to appear
I'll be as glad as I can be
When you sign in and chat with me



5



How do you communicate with your friends? Describe how you use technology and what types of gadgets you use to communicate with your friends.

1 Choose the correct word. Write in your notebook.

- 1 A(n) **attic/garden** has got flowers, trees and a **washbasin/fence**.
- 2 A **bedroom/kitchen** has got chairs, a fridge and a **cooker/desk**.
- 3 A **bathroom/hall** has got a bath, a toilet and a **dishwasher/washbasin**.
- 4 A(n) **living room/attic** has got armchairs, a TV and a **wardrobe/sofa**.
- 5 A **garden/house** has got walls, a roof, doors and **windows/fences**.

(5x4=20)

2 Fill in: *update, stream, click, save, connect*. Write in your notebook.

- 1 It's very easy to ... to the Internet.
- 2 To open a file on the computer, you must ... on it.
- 3 You should always ... your documents on an external drive as a backup.
- 4 You should ... your software, so your computer can work faster.
- 5 Jack is going to ... the football match on his smartphone.

(5x4=20)

3 Put the verbs in brackets into the correct future tenses. Write in your notebook.

- 1 Stop pressing all the buttons! You ... **(break)** the printer!
- 2 You need to hurry up! The train ... **(leave)** at 10:00 am.
- 3 In the future, ... **(all students/have)** laptops in the class instead of books?
- 4 Did you lose your flash drive? Here – I ... **(lend)** you mine.
- 5 Dave ... **(not/come)** to the party tonight.

(5x4=20)

4 Choose the correct modal verb. Write in your notebook.

- 1 We **don't need to/mustn't** go to school today. It's Sunday.
- 2 **Do I need to/Can** I use your laptop?
- 3 I **must/can** remember to video call my brother tonight.
- 4 You **shouldn't/couldn't** share your password with anyone.
- 5 Tom **has to/might** get a games console for his birthday.

(5x4=20)

5 Fill in: *OK. Then what?, Then a window should pop up., Could you help me?, Is that all?, What are you doing, Ben?. Write in your notebook.*

- A: 1) ...
 B: I'm trying to upload a photo on my social media. 2) ...
 A: Sure. First, go to your social media account.
 B: 3) ...
 A: Go on your profile and click on the box that says 'upload photo/video'. 4) ...
 B: Got it! What's next?
 A: Now select the photo you want and click 'open'.
 B: 5) ...
 A: Almost. You can add text if you want and then click on 'done'.
 B: Thanks, Chris.

(5x4=20)
 TOTAL: 100



Monstertrackers!

2 The Lake Van Monster

Dear Monstertrackers,
Lake Van is the biggest lake in Turkey. It's home to the Lake Van Monster, a cousin of the Loch Ness Monster! Come and see it!
Hasan

 Video

1

The monster is about 15 metres long, with spikes on its back!

And it's got a head like a horse and a really powerful tail! It looks like a dinosaur.

Boogey, we need a helicopter!

2

Land close to the shore, Boogey! We can camp there!

The monster likes this area.

The shore? Sure!

3

Hey, guys!

I was walking along the shore and I videotaped something really big!

Candy, what's wrong?

4

It was moving through the water! It's got big sharp teeth!

Let's go to the lake, Boogey. We need a boat.

At the lake

5



Let's carry it back to camp – but carefully!

Boogey! Look what you did! You broke the egg!

Look – there's a large egg here. The monster was coming here to lay an egg! It laid one on the shore!

7

This is all we've got of the Lake Van Monster!

We'd better go. We don't want to meet its mum, do we?

Not really! Scrambled eggs, anyone?

Sorry! I was just stretching my wheels!

6



Exercises

1

Look at the pictures. What is the story about?

Listen and check.

2

Read and decide if the sentences are *T* (true) or *F* (false). Write in your notebook.

- 1 The Lake Van Monster is short.
- 2 It likes the shore.
- 3 Candy videotaped an egg.
- 4 Phil found a boat on the shore.

3

Label the pictures. Write in your notebook.



4

Complete the sentences (1-7) in your notebook. Tell the class the summary of the episode.

- 1 The Monstertrackers went to
- 2 They wanted to see ..., a creature that is
- 3 They decided to camp
- 4 Candy videotaped
- 5 The Monstertrackers found
- 6 They decided to take it
- 7 While Boogey was stretching his wheels, he

Fact or Fiction?

- The first sighting of the monster was in 1995.
- Lake Van is a very salty lake.
- Only one kind of fish can live in the lake.



MY PROGRESS

Write in your notebook.

My favourite activity



ICT

Project



ACROSS CULTURES



Self-evaluation

- talk/write about gadgets and houses
We use a smartphone to call our friends.
My house is big. It has got two bedrooms, two bathrooms, a living room and a big kitchen.
- talk about computer language
Jason often streams films in his free time.
- write a letter accepting/refusing an invitation
- do a survey and present it
- talk about gaming
Tina likes puzzle games. They're fun.

GOOD ★

VERY GOOD ★★

EXCELLENT ★★★

Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

GOOD ★

VERY GOOD ★★

EXCELLENT ★★★

Entertainment & Mass Media

▶▶ What's in this module?

- TV programmes & films
- types of media & magazines
- conditionals (type 1)
- time adverbs & time clauses
- sequence of tenses in time clauses
- phrasal verbs: *keep*
- choosing TV programmes

Find the page numbers for

- a TV guide
- magazine covers
- musical instruments

Vocabulary

• TV programmes & Films

1


a)   Listen and repeat.

- comedy
- drama
- action
- sitcom
- news & weather
- soap opera
- thriller
- cookery show
- documentary
- horror film
- game show
- chat show
- adventure
- nature programme
- science fiction
- romance
- fantasy
- animated film/cartoon
- reality show

b) Which of these do the pictures show?

Speaking

2

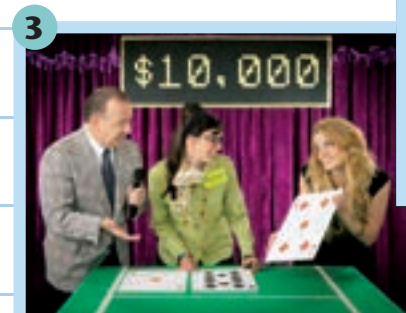
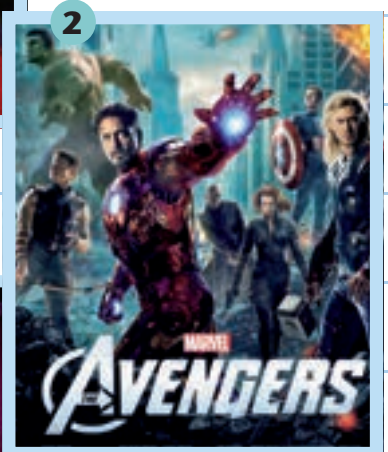
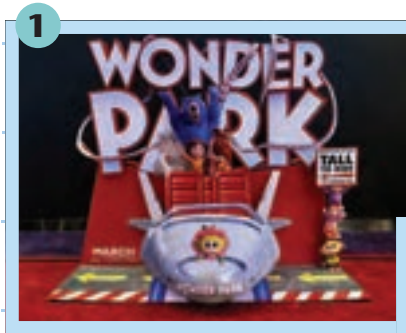
 Discuss TV programmes and films, as in the example.

A: What do you think of documentaries?

B: I find them **boring/terrible**. I prefer **thrillers**. What do you like watching?

A: I think **sitcoms** are **fantastic/great**.

B: *Me too. etc*



TIPS on using
**ELECTRONIC
MEDIA SAFELY**



- 1 Set a time limit. Give yourself about 1-2 hours a day to use any type of electronic media you want for entertainment.
- 2 Never do your homework or study while you're using electronic media.
- 3 Don't use electronic media in your bedroom. Keep all sources in the living room and out of your bedroom.
- 4 Take a break to stretch out your muscles after an hour of sitting. Also, after your time is up, do some kind of activity that will exercise your body and your mind.
- 5 Don't eat while you are watching TV or surfing the Net. Always pay attention to what you eat and your appetite.



Check these words

- research tool
- drop
- purpose
- abuse
- valuable
- network
- benefit
- obesity

Reading

- 1 a) How many hours a day do you spend using electronic media? What for?
b)  What problems can electronic media cause?
 Listen and read to find out.



Teens and Electronic Media: a dangerous combination?

Different types of electronic media are all around us and we all use them as a way to communicate, keep up with news or entertain ourselves. However, many people are spending more and more time using electronic media, which means that other parts of their lives are suffering because of it. Let's look at some of the problems that electronic media can cause. Although electronic media can be very useful research tools for students, giving them all the information they need at the push of a button, they can also cause a student's grades to drop. Spending many hours in front of a screen for entertainment purposes means that you spend less time studying and doing your schoolwork.

Another serious problem of electronic media abuse is a social one. Since you spend so much time watching TV, surfing the Net, reading magazines or playing computer games, you are wasting valuable time which you can spend with your friends and family face to face. While electronic media are a great way to keep in touch with friends and family who live far away by networking, chatting or sending emails, they can never replace the benefits of communicating with people in the real world.

As well as this, using electronic media for many hours can cause obesity. When you use them, you are usually sitting or lying down, which means that you are not getting the amount of physical activity you need to keep your body fit and healthy. In addition, many people eat while they are in front of a screen, which can cause them to overeat since they aren't paying attention to how much they are eating or if they are still hungry.

In conclusion, it is important to limit the amount of time you spend using electronic media as entertainment, and remember to make time for schoolwork and face-to-face time with family and friends.

- 2 Read the text. List three examples of problems caused by electronic media. Write in your notebook.

- 3 Read the tips in the text and say which tip (1-5) applies to the situations (A-C) below. Two tips are extra. Write in your notebook.

- A James does his homework while watching TV.
- B Paula always eats crisps while watching TV.
- C Tony has a backache from sitting in front of his computer so long.



1



2



3



4



5



6



7



8

Vocabulary

• Types of media

4 Use the words to label the pictures. Write in your notebook.

- magazines • newspapers • the Internet • TV • films • books
- radio • mobile media devices

Speaking

5  In pairs, talk about the types of media you prefer, as in the example.

A: Which type(s) of media do you prefer?

B: I prefer the Internet and TV. How about you?

A: I ...

• Phrasal verbs: keep

6 Read the box and complete the sentences with the correct particle(s). Write in your notebook.

- 1 Mum kept me ... because I was ill.
- 2 Stuart locks his bedroom door to keep everyone ...
- 3 I couldn't keep him ... eating the whole pizza.
- 4 Jerry reads the newspaper to keep ... what's going on in the world.
- 5 Thomas kept ... talking until his daughter fell asleep.

Writing

7 You use electronic media for many hours a day and you have noticed that your grades are dropping at school. You don't hang out with friends as much as you used to and you have put on some weight. You sent an email to your English friend telling him/her about your problem. Your friend sent you the article in Ex. 1b to read. Write an email to your friend thanking him/her for the information and saying what you are planning to do. Use appropriate opening and closing remarks. Write in your notebook.

Hi ...

Hope ... Thank you ... It really ...

Since I've read the article, I've decided to ... I've also ...

Anyway, have to go now.

...

keep somebody from =

stop somebody from

keep somebody/

something in = not allow

somebody/something out

keep on = continue

keep somebody/

something out = not allow

somebody/something to

enter

keep up with = stay

informed

Note

Writing emails

Opening remarks

- Thank you for your email.
- Hi! How's it going?
- Hope you are OK.

Closing remarks

- Have to go now.
- Talk to you later,
- Write back,

- **First conditional (Type 1)**

1 Read the theory.

First conditional (Type 1)

Form: *if* + present simple → future simple (*will* + infinitive without *to*)

If you study, you will/ll get good grades. It will not/won't be fun if you don't come with us.

Use: We use the first conditional to talk about a possible or probable situation in the present or future. We also use it to make promises and offers. *If you help me tidy the kitchen, I will cook your favourite pasta dish.*

Notes:

- We don't use a comma when the *if*-clause follows the main clause. *We will save many endangered animals if we stop climate change.*
- unless = *if ... not* *Unless we stop illegal hunting, black rhinos will disappear. (If we don't stop illegal hunting, black rhinos will disappear.)*

2 Put the verbs in brackets into the correct tense, present simple or future simple. Write in your notebook.

- 1 If you ... (**help**) me cook, I ... (**help**) you clean the house.
- 2 The teacher ... (**explain**) it to you if you ... (**ask**) him.
- 3 I ... (**not/lend**) you my laptop if you ... (**not/be**) careful with it.
- 4 I ... (**come**) to your party if my parents ... (**let**) me.
- 5 If I ... (**see**) Joe tonight, I ... (**tell**) him the good news.
- 6 If Kathy ... (**stay**) with us, we ... (**order**) pizza for dinner.

3 Write first conditional sentences, as in the example. Write in your notebook.

- 1 my parents/have enough money → they/buy me/a laptop
If my parents have enough money, they'll buy me a laptop.
- 2 you/leave now → you/be there on time
- 3 he/go to the supermarket → he/get some milk
- 4 Natalie/not have the time → she/not visit her cousin
- 5 we/not do our homework → our teacher/be angry

4 Put the verbs in brackets into the correct tense. Write in your notebook.

- 1 If he comes, we ... (**watch**) the new TV series.
- 2 If you're hot, I ... (**open**) the window.
- 3 If it's cold, we ... (**stay**) in.
- 4 If it rains, we ... (**not/go**) to the beach.
- 5 If you go to bed late, you ... (**feel**) tired the next day.



5 Write sentences, as in the example. Then match them to the correct picture. Write in your notebook.



- 1 Little John/be hungry → he/cry
If little John is hungry, he cries. / Little John will cry if he's hungry. (picture A)
- 2 you/not water/the plants → they die
- 3 you/eat/too much junk food → you/gain weight
- 4 Maria/drink/milk → she/get stomach ache
- 5 you/spend/many hours/in front of a screen → your eyes/get tired

6 Rewrite the sentences without changing their meanings. Write in your notebook.



- 1 Be on time, or we'll be late.
If you aren't on time, we'll be late.
- 2 If she doesn't call, I'll call her.
Unless she
- 3 Eat healthily, or you'll get health problems.
If you
- 4 Unless it rains soon, rivers and lakes will dry up.
If it
- 5 Don't throw rubbish into the river, or you'll make the river polluted.
If you

7 Complete the sentences with your own ideas in your notebook.

- 1 If I go to bed late,
- 2 I'll feel angry if
- 3 If I watch TV for many hours,
- 4 If I am hungry,
- 5 If it's too hot, I

8 Use conditional type 1 to start and continue a story.

- A: *If we have time tonight, we will go to John's house.*
 B: *If we go to John's house, ...,*



Check these words

- breathtaking
- issue
- waste of time
- development
- jam-packed

Vocabulary

• Types of magazines

1 Which types of magazines in the list can you see in the pictures below? Write in your notebook.

- music
- computer and technology
- gaming
- general-interest
- science
- automobile
- sports
- travel
- gossip
- architecture
- fashion
- comics
- news
- human-interest
- fitness and health

Reading

2 Which type(s) of magazine(s) does Victor read? Write in your notebook.
🔊 Listen and read to find out.



VICTOR'S BLOG

I read the most amazing articles in *National Geographic* today. It wasn't what I had in mind at first, but the cover just made me want to buy it and I wasn't disappointed. The articles were very interesting and the pictures were absolutely breathtaking. I usually read sports or computer and technology magazines. I never miss an issue of *Sports Illustrated* or *PC World*. They're my favourite magazines because I am a sports fan and I love anything to do with computers and gadgets. Also, I find that their articles are well-written and very informative. I never buy gossip magazines because I find them silly and boring. I mean, what's so interesting about what celebrities are doing or wearing? They're just people like you and me. What about you? Which magazines are your favourite?

▶ Posted by: Victor, 06/03, 10:29

COMMENTS

Although I agree with you on the gossip magazines being boring and a complete waste of time, I think that sports magazines are similar to them. The only difference is that they talk about sports and athletes instead of film stars, singers or supermodels. I prefer reading human-interest magazines like *Teen People* or science magazines like *Science Illustrated* or *Popular Science*. I think that you should always learn something when you're reading; even if you're reading a magazine. I love these magazines because they've got articles about different people and cultures and new scientific developments or discoveries. I also like magazines that are jam-packed with information about geography, history, culture and nature.

▶ Posted by: Stacy, 06/03, 14:36

3 Read the text and decide if the sentences are **T (true)**, **F (false)** or **DS (doesn't say)**. Write in your notebook.

- 1 Victor wanted to buy a sports magazine at first.
- 2 Victor always buys *Sports Illustrated*.
- 3 Victor believes that gossip magazines are dull.
- 4 Stacy likes sports magazines.
- 5 Stacy is interested in science.



Note

Thanking

Beginning

- Thank you so much for ...
- I want to thank you for ...
- I'm writing to thank you for ...

Ending

- Thank you again for (the magazines).
- Again, thank you so much. I really appreciate your generosity.

Dear _____,

Para. 1: thank your friend

Para. 2: say which magazine(s) you liked and why

Para. 3: thank your friend again and end your letter

4 Read the text again and complete the sentences in your notebook.

- 1 The thing that attracted Victor to read *National Geographic* was
- 2 Victor doesn't think highly of
- 3 Stacy thinks that sports magazines are similar
- 4 Stacy wants to learn something new when she

• Prepositions

5 Fill in the correct preposition: *about* (x2), *to*, *with* (x2). Write in your notebook.

- 1 I love anything to do ... cars.
- 2 Vogue magazine talks ... fashion.
- 3 Your jacket is similar ... Janine's.
- 4 Henry never agrees ... me.
- 5 I don't find anything interesting ... celebrities' lives.

Listening

6 Listen to Dennis and Lisa talking about magazines. Which type of magazine did each person buy? There is one extra type you do not need to use. Write in your notebook.

- | | |
|----------|----------------------------|
| 1 Dennis | a comic |
| 2 Ralph | b fashion |
| 3 Tamara | c sports |
| 4 Lisa | d gossip |
| 5 John | e music |
| | f computers and technology |

Speaking

7 Which type(s) of magazine(s) do you like reading? Why? Tell your partner.

I like reading ... magazines because I find them

Writing

8 **Portfolio** Your English friend has sent you some popular magazines from his/her country. Write him/her a letter thanking him/her. Use phrases from the Note box and the plan to help you. Keep it in your portfolio.

• Time adverbs & Time clauses

Note

We don't use **will** in time clauses.

I'll watch a film after I finish my homework.

(NOT: ~~after I will finish~~)

1 Read the theory.

Time adverbs tell us how long, how often and when an action takes place. (Past – Present – Future) They usually go at the end of the sentence. Some of these are: *yesterday, today, tomorrow, etc.*

Fiona went to the museum yesterday. Alex is painting the house today. Tom will be here tomorrow.

To introduce **time clauses** we use **when, before, after, by the time, until, as soon/long as, whenever, as, while, just as, once, the first/last/next time, every time**, etc. *When the movie ends, we'll go for dinner.*

Note the difference:

When Tom comes, he'll show us how to use it. (**when**: time conjunction)

When will Tom come? (**when**: question word)

2 Fill in: *last year, after, while, later, by the time, every time, now, before.* Write in your notebook.

- 1 Roberta is eating popcorn ... she's watching a film.
- 2 We went to Rome
- 3 Make sure you replace the ink cartridge ... you use the printer.
- 4 Janet is cooking
- 5 ... we go to the cinema, we get popcorn.
- 6 Kendall always does the dishes ... she has dinner.
- 7 Hurry up! ... we get to the theatre, we won't find any good seats.
- 8 I have to go now, I'll call you

3  Choose the correct item. Write in your notebook.

- 1 **Whenever/As** she is in Rome, Kate visits the Fontana di Trevi.
- 2 Make sure you turn off your computer **after/before** you leave the office.
- 3 The phone rang **just as/since** Kate was entering her house.
- 4 **Once/While** you find out how much the concert tickets cost, let me know.
- 5 Can you please get me today's paper **as/until** you're coming home?
- 6 Ioana always walks to work **when/while** the weather is nice.
- 7 **Every time/By the time** he visits, he brings us sweets.
- 8 Send me an email **just/as soon** as you have any news.



Note

If the time clause is **before** the main clause, we separate them with a **comma**. We don't use a comma to separate the two clauses if the main clause starts the sentence.

She'll set the alarm before she leaves.
Before she leaves, she'll set the alarm.

• Sequence of tenses in time clauses

4 Read the theory.

When the **verb of the main clause** is in **present** or **future form** (*Present Simple/Present Continuous/Future or Imperative*), the **verb of the time clause** is in **present form** (*Present Simple/Present Continuous/Present Perfect*).

My dad watches the news before he goes to bed.

But when the **verb of the main clause** is in the **past form** (*Past Simple*), the **verb of the time clause** is in the **past form too** (*Past Simple or Past continuous*).

Tony got to the platform just as the train was leaving.

5 Choose the correct time conjunction and put the verbs in the brackets into the correct tense. Put commas where necessary. Write in your notebook.

- 1 As/Once Megan ... (clear out) the attic she found some old comics.
- 2 When/Just as Kylie goes to the office her secretary is already there.
- 3 It is important that you go and see Mrs Gates as long as/the moment you ... (come) to the office.
- 4 The first time/Every time I watched a thriller I ... (find) it a bit scary.
- 5 Henry always takes his laptop with him when/as he ... (go) on holiday.

6 Fill in: as soon as, until, after, while and before. Write in your notebook.



Kim had to work **1**) ... it was late in the afternoon, but finally, it was time to go home. **2**) ... she walked into her house, she heard a strange noise. **3**) ... she was trying to work out where the noise was coming from, she heard someone laughing. The noise couldn't be coming from the TV, because she turned it off **4**) ... she left the house. She also knew she was alone in the house because her husband worked during the evenings. **5**) ... a few minutes went by, she heard the back door and realised there were people in the house. She went into the kitchen and, to her surprise, her husband and friends were there holding a big birthday cake. It was her birthday and they were throwing her a surprise party!

Imagine a character from a book appearing in today's world. Write a short story about him/her in your notebook. Include time clauses.

7 Join the sentences using time adverbs/time conjunctions and tell the story to your partner. Write in your notebook.

- 1 Chris was sleeping. A loud noise from the kitchen woke him.
- 2 He waited. The noise stopped. He headed for the kitchen.
- 3 He walked into the kitchen. He saw the neighbour's cat on the kitchen table.
- 4 The cat saw him. It jumped out of the open window.
- 5 Chris made sure he closed the kitchen window. He returned to bed.

• Choosing TV programmes

1

 **Listen and repeat.**

- Do you want to watch it? • What else is on? • Game shows are boring.
- What channel is it on? • Let's watch that. • I just hate social dramas.
- Oh no, not that.

2

Steve and Anna are trying to decide what to watch on TV. What programme do they choose to watch?

 **Listen and read to find out.**



Steve: Anna, there's a documentary on TV. Do you want to watch it?

Anna: Not really. Documentaries are boring. What else is on?

Steve: Well, there's a fantasy series on called *Magic Forest*.

Anna: I don't mind. What channel is it on?

Steve: Channel 2.

Anna: What time is it on?

Steve: 6:00 pm.

Anna: Let's watch that. There's a game show after that.

Steve: Oh no, not that. I just hate game shows.

Note


Intonation

Use suitable intonation to show your feelings. This helps your listener understand you better.

3

 **Listen to the dialogue again. Take roles and read it out. Mind your intonation.**

4

 **Act out a similar dialogue. Use the dialogue in Ex. 2 as a model and the TV guide below.**

Create your own TV guide. Think about: name of channel – type of TV programmes – times. Present it to class.

TV GUIDE THURSDAY 7th MARCH			
Channel 1	Channel 2	Channel 3	Channel 4
6:00 pm The Big Bang Theory (US sitcom)	6:00 pm Magic Forest (fantasy series)	6:00 pm Cook about! (cookery programme)	5:30 pm The Simpsons (animated sitcom)
6:30 pm Elephants (nature programme)	6:30 pm Guess my Age (game show)	6:30 pm News & Weather	6:00 pm Dolphins (documentary)
7:00 pm General Hospital (soap opera)	7:00 pm Watchmen (US drama series)	7:00 pm Do you know it? (game show)	7:00 pm The Vampire Diaries (teen social drama)

Speaking & Reading

1 Listen to the music extracts (1-9). Match them to their origins. Write in your notebook.

- | | | |
|-----------|-----------|------------|
| a Spanish | d Italian | g Indian |
| b Greek | e Russian | h Chinese |
| c Irish | f Mexican | i Egyptian |

Check these words

- string • royal court
- brass • tube
- mouthpiece
- beggar • feature

2 a) Name some musical instruments. Copy the headings in your notebook and list them.

wind
flute

string
harp

percussion
xylophone

b) Look at the musical instruments in the pictures. Which is a wind instrument? Which is a string instrument? Where are they from? Do people play them nowadays?

Listen and read to find out.



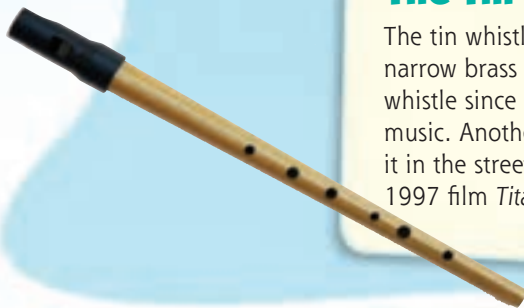
The Sitar

The sitar is a beautiful traditional instrument from South Asia. It has got an oval body with a long neck and metal strings. Many people say that in the 13th century musicians played the sitar at royal courts. In the 1950s Western jazz bands used to play the sitar and that's how it became popular in Europe and America. *The Beatles'* George Harrison played the sitar in some of their songs. Today, many musicians around the world play the electric sitar.

The Tin Whistle

The tin whistle is a traditional Irish wind instrument that looks like a small flute. It has a long narrow brass tube with six holes and a plastic mouthpiece. Irish people have played the tin whistle since ancient times and it is one of the most popular instruments in Irish traditional music. Another name for it is the penny* whistle because in the past many beggars used to play it in the streets for money. Today, musicians use it in many styles of music. The theme song of the 1997 film *Titanic*, 'My Heart Will Go On', features an Irish tin whistle.

* a small coin worth about 1 euro cent



3 Say four things you have learnt from the text, then choose a musical instrument and describe it.

Investigation

4 Collect information about a traditional musical instrument in your country. Make notes under the headings in your notebook: *name – type – description – other facts*. Present the instrument to the class.

! Which musical instrument(s) would you like to play? Why? Tell your partner.



1 Read the descriptions of some types of media. What is the word for each one? Write in your notebook.

- 1 Laptops, tablets and smartphones are these.
m _ _ _ _ m _ _ _ _ d _ _ _ _ _
- 2 You can listen to music or the news with this device.
r _ _ _ _
- 3 People usually go to the cinema to watch these.
f _ _ _ _
- 4 You go on this to visit different sites and find information.
the I _ _ _ _ _
- 5 These usually contain colourful pictures and interesting articles.
m _ _ _ _ _

4 Fill in: bad, blues, mad, news, sad, pain, change (x2). Write in your notebook.

Listen, read and check.



GOOD NEWS



When I open up my paper
And I read the morning 1) ...
I read of trouble and of fighting
And it's giving me the 2) ...
There must be some way we can end the 3) ...
So no one has to lose
All I know is that it's time to 4) ...
It's time to 5) ...

*'Cause I need some good news now
There must be good things going on
And the best news I could hear now
Is that all the sadness has gone*

Every night I watch my TV
And the news is always 6) ...
This crazy world that we all live in
Makes me feel so 7) ...
I wish that I could hear some good news
'Cause I think I'm going 8) ...
All I know is that it's time to change
It's time to change

QUIZ



2 Do the quiz. Decide if the sentences are T (true), F (false), or DS (doesn't say). Write in your notebook.

- 1 Students who spend too much time on the Internet can get lower grades.
- 2 Talking to friends online is as good as talking to them face to face.
- 3 *National Geographic* magazine has fantastic pictures.
- 4 *Teen People* is an expensive magazine.
- 5 The sitar is a wind instrument.

3



Look at Module 5 and write a T/F/DS quiz of your own. Write in your notebook.

5

Do you like to read the news in a newspaper or watch it on TV? Why?

6

Do you think the media influences people? Use examples from your local news.

1 Choose the correct item. Write in your notebook.

- 1 It's a film about events that take place in the future or in other parts of the universe. **science fiction/game show**
- 2 It's a TV programme in which people talk casually about different topics. **reality show/chat show**
- 3 It's a type of film which informs you about a topic. **documentary/cookery programme**
- 4 It's a type of film in which drawings move. **animated film/adventure film**
- 5 It's a TV drama about the fictional daily lives and problems of a group of people that live in a specific place. **soap opera/romance** (5x4=20)

2 Fill in: magazines, radio, newspaper, Internet, film. Write in your notebook.

- 1 Jim often surfs the ... in the evenings.
- 2 My dad enjoys reading his ... on Sunday mornings.
- 3 Diana and Mary are watching a ... at the cinema.
- 4 Laura loves reading fashion
- 5 My grandmother listens to the ... while she is cooking in the kitchen. (5x4=20)

3 Put the verbs in brackets into the correct tense. Write in your notebook.

- 1 If you spend a lot of time eating in front of a screen, you ... **(gain)** weight.
- 2 If you're hungry, I ... **(make)** you some soup.
- 3 If I ... **(be)** tired, I'll take a nap.
- 4 If he wakes up early, he ... **(go)** jogging.
- 5 If you talk to her, she ... **(turn)** red.
- 6 If you ... **(leave)** now, you'll be there before the lecture starts.
- 7 She will make some pasta if she ... **(have)** time.
- 8 If you like pizza, I ... **(make)** you one.
- 9 They ... **(not/come)** if they finish late.
- 10 If it rains this afternoon, we ... **(not/go)** to the park. (10x2=20)

4 Choose the correct item. Write in your notebook.

- 1 I'll buy a new smartphone **by the time/as soon as** I have enough money.
- 2 When John **comes/will come**, we'll start.
- 3 Harry **will help/help** you after he eats his lunch.
- 4 I'll fix your computer before I **leave/'ll leave**.
- 5 Will you wait **until/after** I get back?

(5x4=20)

5 Complete the dialogue with the sentences (a-e). Write in your notebook.

- a What else is on?
- b Do you want to watch it?
- c Let's watch that.
- d What time is it on?
- e What channel is it on?

A: Paul, there's a documentary about fish on TV. **1)** ...

B: Not really. Documentaries are boring. **2)** ...

A: Well, there's a new cookery show.

B: That sounds great. **3)** ...

A: Channel 6.

B: **4)** ...

A: 5:30 pm.

B: OK. **5)** ...

(5x4=20)

TOTAL: 100





MY PROGRESS

Write in your notebook.

My favourite activity



ICT

Project




ACROSS CULTURES



Self-evaluation

- talk about TV programmes & films
I like cartoons. They're amusing.
- express opinions
I think game shows are interesting.
- talk about types of media
Lucy prefers the Internet and films.
- write an email to a friend about future plans
- talk about types of magazines
Tom reads science or sports magazines.
- write an email thanking a friend
- present an instrument

GOOD ★

VERY GOOD ★★

EXCELLENT ★★★

Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

GOOD ★

VERY GOOD ★★

EXCELLENT ★★★

Round We Go!

▶▶ What's in this module?


- going out
- environmental problems
- holiday activities
- comparative – superlative
- tense revision
- phrasal verbs: *get*
- travel by plane

Find the page numbers for

- a statue • a timetable • a castle

Vocabulary

• Going out

1 a)  Listen and repeat. Then match the tourist attractions (1-8) to what you can see and do there (A-H). Write in your notebook.

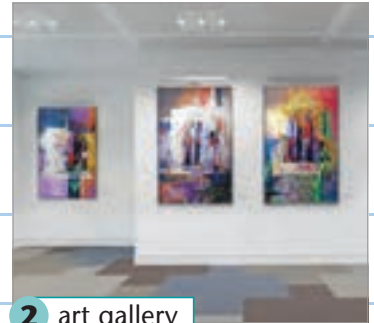
- A see paintings, sculptures, etc
- B go shopping
- C see fish & aquatic animals
- D see towers, walls, cannons, etc
- E see statues, works of art & historical items
- F admire ancient ruins, temples, etc
- G admire beautiful plants and trees
- H go on rides

b) Make sentences, as in the example. Write in your notebook.

You can see towers, walls, cannons in a castle.



1 castle



2 art gallery



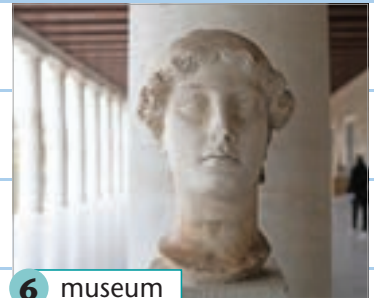
3 shopping centre



4 public gardens



5 aquarium




6 museum



7 historic site



8 amusement park

2  Imagine you are going to spend your holiday in London. Act out the dialogue with your partner.

A: What are you planning to do this summer?

B: We're going to travel to London.

A: Really? What are you going to do there?

B: I'm going to



A: Are you going to visit ... ?

B: Definitely. I'm also going to ...

Reading

1

a) Do you know any monuments/places that are in danger because of pollution?

b)  Look at the pictures. Write three questions about these places in your notebook.  Listen and read. Can you answer your questions?

Monuments in Danger!

*They are beautiful, they are amazing, but they are in danger. Rising seas, melting ice and global warming put our cultural sites and monuments at risk. But just as we are responsible for most of the damage, we also have the power to save them.
What are we going to do?*

A Stonehenge, Wiltshire, England

Dating from prehistoric times, Stonehenge is a 5,000-year-old circle of giant standing stones. Each one is about 4 metres high and 2 metres wide. It is one of the most famous landmarks in the UK. Some people believe it was a place to worship the sun. Others think it is a magic place and that Merlin the Wizard from the legend of King Arthur helped to build it. Nobody knows what it really was. 800,000 people visit it each year! Unfortunately, all these visitors have damaged the stones. Over the years, some people have carved their names or dates into the stones. Traffic pollution also threatens the stones. Authorities are going to try moving busy roads and car parks further away from the site. Will mystical Stonehenge survive for the next 5,000 years?

B The Temples of Angkor Wat, Cambodia

Angkor Wat is the largest religious monument in the world and covers an area of 402 acres. The name means 'City of Temples' and people built these temples in the early 12th century. The temples are a national symbol of Cambodia. One of them appears on Cambodia's flag. Angkor Wat is the most popular tourist attraction in the country and about 600,000 tourists come to visit the temples every year. However, wet weather, plants, trees and tourists are all damaging these soft-sandstone temples. Five to ten million sandstone blocks weighing around 1.5 tons each make up the temples. That's more stone than in all the pyramids in Egypt. It's a UNESCO World Heritage Site and conservationists are working hard to protect them. Hopefully, this will help to save the Temples of Angkor Wat so that people can enjoy them for many more years.

Check these words

- global warming
- authority
- sandstone
- conservationist


2

Read the text and decide if the sentences are **T (true)**, **F (false)** or **DS (doesn't say)**. Write in your notebook.

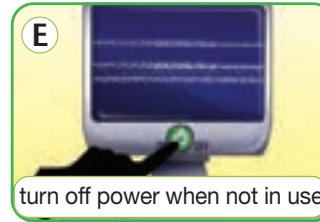
- 1 Stonehenge is 8,000 years old.
- 2 Some visitors at Stonehenge write on the stones.
- 3 The Temples of Angkor Wat all appear on the Cambodian flag.
- 4 800,000 tourists visit the temples every year.
- 5 People are trying to save these temples.

Vocabulary

• Environmental problems

- 3  Match the problems (1-5) to the solutions (A-E) and make sentences in your notebook, as in the example.

Solutions



- 1 wasting energy
- 2 animals facing extinction
- 3 deforestation
- 4 polluted beaches
- 5 air pollution in cities

Planting trees will help solve the problem of deforestation.



• Prepositions

- 4 **Fill in the correct preposition: for, on, at, in. Write in your notebook.**



- 1 Stonehenge is ... risk.
- 2 The temple appears ... the flag.
- 3 Our monuments are ... danger.
- 4 Tourists and wet weather are responsible ... the damage.

Speaking



- 5   **Imagine you are at Stonehenge. You are going to appear on TV to present the problems the monument faces and to ask for help. You've got two minutes. Use the text on p. 90 to prepare your speech. Tell the class.**

Writing

- 6   **Collect information about another monument that is in danger. You can use this key phrase: **monuments in danger**. Complete the paragraph. Write in your notebook.**

... is in people visit it every year. Unfortunately, it Authorities

- **Comparative (revision)**

1 Read the theory.

Note

To compare two people/things/places, etc we use:

- **(not) as ... as**
– *New York is as noisy as Los Angeles.*
- **much + comparative**
– *New York is much noisier than York.*

We use the **comparative + than** to compare one person, thing, animal or place to another. *Sibiu is smaller than Bucharest.*

one-syllable adjectives: adjective + **-er** *clean – cleaner*

adjectives ending in **-e**: adjective + **-r** *wide – wider*

adjectives ending in **one** vowel + consonant: double consonant + **-er** *big – bigger*

adjectives ending in **-y**: ~~y~~ + **ier** *noisy – noisier*

two and more syllable adjectives: **more** + adjective *interesting – more interesting*

Irregular adjectives

good/well – *better*, bad – *worse*, far – *farther/further*, much/many – *more*, little – *less*

2 Complete the sentences with the adjectives in brackets into the comparative form. Write in your notebook.

- 1 Blue Whales are ... (**endangered**) than tigers.
- 2 Italy is ... (**warm**) than Iceland.
- 3 Amusement parks are ... (**entertaining**) than art galleries.
- 4 London is almost ... (**big**) as New York.
- 5 He is a much ... (**good**) singer than his sister.

3 Choose the correct options. Write in your notebook.

- 1 This year's concert was much/as better than last year's.
- 2 The theatre performance was not as/much interesting as the street performance.
- 3 This year's book fair wasn't as good as/much last year's, but more people came this year.
- 4 The food at Sweet Festival is much/as more delicious than the food at Maple Syrup Festival.
- 5 Mona thinks an art exhibition isn't as interesting so/as a book fair.

4 Put the adjectives in the correct form and choose the correct word. Write in your notebook.

- 1 To me, the magic show was *more exciting* (**exciting**) as/than the concert.
- 2 The tickets for this year's festival were as/much ... (**expensive**) as last year's.
- 3 In my opinion, the art exhibition was much/as ... (**popular**) than the theatre performance.
- 4 The concert hall is ... (**big**) from/than the opera house.
- 5 The food festival ticket is as/much ... (**cheap**) than the concert ticket.



• Superlative (revision)

5 Read the theory.

Note

Some adjectives of two syllables, like *clever, narrow, friendly*, etc form the comparative and superlative with **-(i)er/-(i)est** or with **more/the most**.

- *clever*
- *cleverer/more clever*
- *the cleverest/the most clever*

We use **the + superlative ... of/in** to compare one person, thing, animal or place with more than one person, thing, animal or place.

Angel Falls is the highest waterfall in the world.

one-syllable adjectives: **the + adjective + -est** *clean – the cleanest*

adjectives ending in **-e**: adjective + **-st** *wide – the widest*

adjectives ending in **one** vowel + consonant: double consonant + **-est**

big – the biggest

adjectives ending in **-y**: **y + iest** *noisy – the noisiest*

most **two and more** syllable adjectives: **the most** + adjective

interesting – the most interesting

Irregular adjectives

good/well – *the best*, bad – *the worst*, far – *the farthest/furthest*,

much/many – *the most*, little – *the least*

6 Complete the sentences with the *superlative* form of the adjectives. Write in your notebook.

- 1 Mt Everest is ... (**high**) mountain in the world.
- 2 Mr Jones has got ... (**fast**) car in our neighbourhood.
- 3 I think George Clooney is ... (**famous**) actor in Hollywood.
- 4 Today is ... (**happy**) day of my life.
- 5 ... (**hot**) place on Earth is the Lut Desert in Iran.
- 6 That must be ... (**bad**) film they have ever made.

7 Complete the sentences with the *comparative or superlative* form of the adjectives to complete the email. Write in your notebook.

Make comparisons with your partner, as in the example.

1 Constanta/Timisoara/
Bucharest
(**crowded**)

A: *Constanta is very crowded.*

B: *Yes, but Timisoara is much more crowded than Constanta.*

A: *Bucharest is the most crowded of all.*

2 cars/trains/planes
(**fast**)

3 Finland/Greenland/
Antarctica (**cold**)

4 The United Kingdom/
Norway/Japan
(**expensive**)

New message

Hi Alina,
I'm having the **1**) ... (**good**) time of my life here in York, England. It's truly one of **2**) ... (**beautiful**) cities I've ever visited.
York has many different sights to see. York Minster is **3**) ... (**famous**) of all. It's **4**) ... (**big**) than any other cathedral in the country. There are also **5**) ... (**many**) museums to visit here than in many other cities because York has one of **6**) ... (**rich**) histories in England.
York is definitely one of **7**) ... (**nice**) places to visit.
I hope we can come together some day!
Love,
Mirela



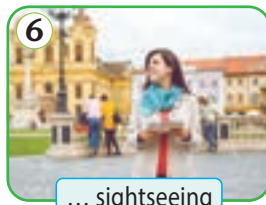
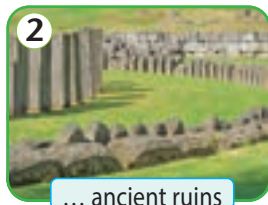


Vocabulary

• Holiday activities

1 **Fill in:** *go, visit, see, buy, take, try.* **Write in your notebook.**

Listen and check.



2 **Look at the pictures and the title. What do you think you can see and do there? Write a few sentences in your notebook.**

Then, listen, read and check.



Spectacular Sighisoara

Sighisoara is a beautiful town located in central Romania. It's one of the most beautiful and best-preserved medieval towns in Europe. This made it a UNESCO World Heritage Site in 1999, and it is definitely a place worth visiting.

Getting there

The easiest way to reach Sighisoara is by train, bus or car. Once you get there, the best way to get around is on foot.

Places to visit

Sighisoara is like going on a trip back in time or walking into a fairytale. The town is full of towers, colourful houses and narrow streets. Most people come here to visit Vlad Dracul's House, the house of Vlad Tepes, the man that inspired Bram Stoker to write the novel *Dracula*. If you like medieval architecture, take long walks around Citadel Square, visit the famous Clock Tower and its museum and also go up the Scholar's Stairs to visit the Church on the Hill.

However you decide to spend your time in this beautiful little town, you are sure to have a wonderful time. So if you visit Romania, make sure you make a stop in Sighisoara; a truly enchanting place.

Eating out

This little town is full of great places to grab a bite to eat. Whether you're in the mood for traditional Romanian dishes or a simple meal, Sighisoara has got everything.

Shopping

In the town square there are a number of little shops which sell various souvenirs including ceramics, art pieces and handmade crafts. You can even buy items like traditional wooden spoons and plates, folk clothing and colourful knitted bags for something truly unique.

Accommodation

While most people visit Sighisoara on day trips, there are plenty of places to spend the night. From big luxury hotels to small bed and breakfasts, you are sure to find something that will suit your taste and budget.

Check these words

- medieval • heritage • narrow • bite • mood
- various • ceramics • handmade craft • folk
- unique • suit • budget • enchanting



get across = communicate something
get around = go to different places
get out = leave a place
get together = meet to discuss or spend time with someone
get up = rise to a standing position

3 Read the text and complete the sentences in your notebook.

- 1 You can easily get to Sighisoara by
- 2 You can see
- 3 You can buy something to take home from
- 4 You can stay in hotels or

• Phrasal verbs: **get**

4 Read the box and complete the sentences with the correct particle. Write in your notebook.

- 1 I told him to get ... of my room.
- 2 The best way to get ... the town is on foot.
- 3 He got ... from his chair and went to the kitchen.
- 4 We should get ... soon and talk.
- 5 I feel that my opinions aren't getting ... to my parents.

Speaking

5 Imagine you are going to Sighisoara this summer. Tell your partner what you are planning to do there.

This summer, I'm going to Sighisoara. While I'm there, I'm going to visit

Listening

6 Listen to Louis talking about a small village in France and complete the table. Write in your notebook.

Name	Colmar
Location	in Alsace, France, 1) ... km from Strasbourg
Getting there/around	by train, 2) ... or car
Places to visit	Little Venice, beautiful landmarks, 3) ... , library
Eating out	most restaurants serve 4) ... Alsatian food
Shopping	clothes and 5) ..., souvenirs
Accommodation	all types of accommodation to suit your 6) ...



Project

In groups prepare a poster showing tourists places they should visit in your country. Show the class and explain what people can do/ see there.

Writing

7 **Portfolio** Create a brochure about Colmar. Use your answers from Ex. 6 and the text in Ex. 2 as a model. Keep it in your portfolio. Present it to the class.

• **Tense revision**

1 Put the verbs in brackets into the *present simple* or the *present continuous*. Write in your notebook.

- 1 What time ... (you/start) work on Mondays?
- 2 The children ... (not/play) football this week.
- 3 Sam ... (tidy) his room once a week.
- 4 What ... (you/do) tonight?
- 5 Toby ... (not/want) to study English at university.
- 6 I ... (visit) my grandparents this weekend.

2 Put the verbs in brackets into the *past simple* or the *past continuous*. Write in your notebook.

- 1 Loredana ... (drink) a cup of tea while she ... (read) her favourite book.
- 2 Mum ... (cook) dinner when she ... (burn) her hand on the stove.
- 3 Henry ... (get up), ... (have) a shower and then he ... (make) breakfast.
- 4 My sister ... (twist) her ankle while she ... (jog) in the park.
- 5 Tom ... (go) to Bucharest last summer.
- 6 Camelia ... (travel) to Spain at 7 o'clock yesterday afternoon.



3 Put the verbs in brackets into the *present perfect* or the *present perfect continuous*. Write in your notebook.

- 1 Michael ... (not/finish) the gardening yet.
- 2 I ... (wait) for the bus for 25 minutes now. Maybe I should walk.
- 3 ... (you/ever/be) to Constanta?
- 4 Jill's tired. She ... (do) the housework all morning.
- 5 I ... (know) John since the summer of 2015.
- 6 They ... (watch) TV all evening.

4 Put the verbs in brackets into the *future tenses*. Write in your notebook.

- 1 It's cloudy. It ... (rain).
- 2 We ... (meet) some old classmates at a fancy restaurant tonight.
- 3 I'm really tired. I ... (take) a nap.
- 4 I'm sure my brother ... (not/let) me use his laptop.
- 5 We must hurry. Our train ... (leave) at 3:00 pm.
- 6 It's really hot in here. I ... (open) the window.



5 Put the verbs in brackets into the *past simple* or the *present perfect*. Write in your notebook.



- 1 A: ... (you/ever/visit) the Louvre Museum in Paris?
B: Yes, I ... (go) there last summer, and it ... (be) amazing!
- 2 A: ... (your family/watch) the romance film on TV last night?
B: No, we ... (already/see) it.
- 3 A: John and Katie ... (sleep) in a castle on their trip to Scotland.
B: Wow! I ... (never/stay) in a castle. That sounds like fun!
- 4 A: Jane ... (hike) up Rainbow Mountain in Peru with her family last year.
B: I ... (not/hear) of Rainbow Mountain. Is it difficult to hike?
- 5 A: ... (you/explore) any museums or art galleries in the city yet?
B: No, we ... (arrive) last night.
- 6 A: ... (Tom/learn) how to surf on his trip to Hawaii?
B: Yes, and he ... (not/stop) talking about it since he got home.

6 Sam is on holiday in Busan, South Korea. Put the verbs in brackets into the *present perfect continuous* or the *present continuous*. Write in your notebook.



Dear Emily,

1) ... (you/enjoy) your summer holiday? I hope so, because I am! I 2) ... (visit) the beautiful city of Busan, South Korea, with my family. We 3) ... (stay) at a hotel with a wonderful view from the window. It's amazing!

Right now, I 4) ... (explore) the Busan Aquarium. I 5) ... (watch) the fish swimming around for an hour, and it's so relaxing. I love it!

My parents 6) ... (walk) around the Culture Village all day. They are very interested in seeing the historic sites. They 7) ... (take) lots of pictures since we arrived, too!

My sister Cynthia isn't interested in historic sites or tourist attractions. She 8) ... (shop) at the famous Nampo-Dong Market for the past few days. She wants to buy souvenirs for her friends, but she 9) ... (spend) most of her money on new clothes so far!

As you can see, we have all been busy. Tomorrow, we 10) ... (plan) a trip to Haeundae Beach. I can't wait!

I'll tell you more about my trip when I get back!

See you soon.

Sam

• **Travelling by plane**

1 🎧 **Listen and repeat.**

- Where are you flying to today? • May I have your ticket and passport?
- Here you are. • Are you checking in any luggage? • Have a nice day.
- Put your suitcase here, please. • Here is your passport and boarding pass.

2 **The sentences above are from a dialogue between two people. Where do you think the dialogue takes place? Where is Susan going?**

🎧 **Listen and read to find out.**



Ticket agent: Hello. Where are you flying to today?

Susan: Hello. I'm flying to Bucharest, Romania at 2:00 pm.

Ticket agent: May I have your ticket and passport?

Susan: Here you are.

Ticket agent: Are you checking in any luggage?

Susan: Yes, one suitcase.

Ticket agent: Alright. Put your suitcase here, please.

Susan: Here you go.

Ticket agent: Everything appears to be fine. Here is your passport and boarding pass. Your flight is AK3941, it departs from Gate B07 and boarding is at 1:30 pm. Enjoy your flight.

Susan: Thank you.

3 🎧 **Act out a similar dialogue. Use the dialogue in Ex. 2 as a model and the information in the box below.**





Time	Destination	Flight	Gate	Status
12:55	Rome	CL 903	A27	GATE OPENS 11:55
12:55	Lisbon	M65870	C11	GATE OPENS 11:55
13:15	New York	ON 997	B43	GATE OPENS 12:45
14:00	Bucharest	AK3941	B07	GATE OPENS 13:00
14:15	Krakov	JF 608	C34	DELAYED TO 15:25

Pronunciation /h/ pronounced or silent

4 🎧 **Listen and choose the words where h is silent. Write in your notebook. Listen again and repeat.**

happy – hour – rhyme – hair – while – holiday – behind – school – how – here

Speaking & Reading

- 1**  **Look at the pictures. What do you think you can do at these places?**
 **Listen and read to find out.**



Great Tourist Attractions

The Statue of Liberty

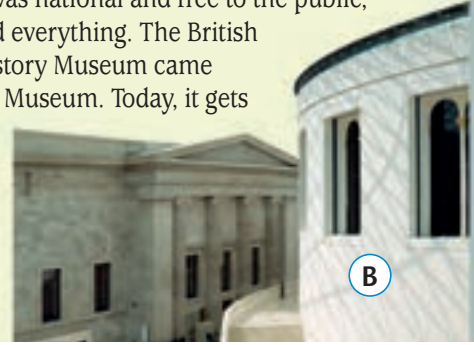
This statue on Liberty Island in Manhattan, New York, USA is probably the most well-known landmark in the whole world. It is over 120 years old and it represents the Roman goddess of freedom, Libertas, which is why New Yorkers also call it 'Lady Liberty'. It is a symbol of the fact that people traditionally call the USA 'the land of the free' and it was a gift to America from the French. It stands at 139 metres tall including the base and attracts over 4 million tourists every year. Visitors can climb up the 354 steps to the top of the lady's crown and enjoy the amazing view of the whole city of New York. For any visitor to the city, it is a must-see attraction and as admission is free, you've certainly got nothing to lose.



A

The British Museum

The British Museum in central London, UK, has the largest collection of museum exhibits in the world. It has over 8 million works from every corner of the globe which cover 2 million years of world history. King George II and the British Parliament founded the museum in 1753 with only 71,000 objects which Sir Hans Sloane donated. Since then, the museum has received other collections from royals and nobility to become the first of its kind – a museum that was national and free to the public, and collected anything and everything. The British Library and the Natural History Museum came about thanks to the British Museum. Today, it gets over 5 million visitors per year and if you can't get there in person, you can still see over 2 million amazing works through its online database.



B

Check these words

- represent • freedom
- crown • must-see
- admission • exhibit
- parliament • found
- donate • nobility
- come about

2 **Read the text and complete the sentences in your notebook.**

- 1 The Statue of Liberty is 139 ... tall.
- 2 The Statue of Liberty attracts over 4 million ... every year.
- 3 There are ... steps to the top of the statue.
- 4 The British Museum has got ... works.
- 5 You can see ... works on the Museum's website.

3   **Which attraction would you like to visit? Why?**

I would like to visit ... because ...

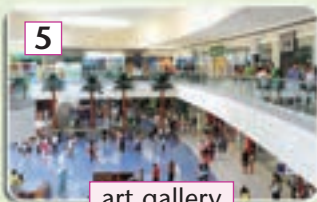
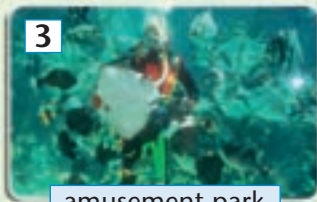
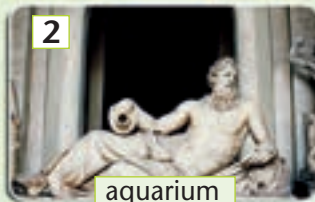
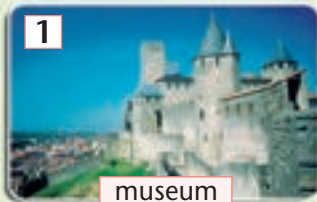


Investigation


4 ICT **Choose a monument in your country. Collect information about it and complete the text in your notebook.**

The ... is a monument in It has It also has built the monument in Today, the monument is ... , and ... people ... every year.

1 The labels under the pictures are wrong. Correct them. Write in your notebook.



4 Read the title of the song. These phrases are in the song. What is it about?

 Listen and read to find out.

- take photographs • do shopping
- buy souvenirs • take back home
- lots of fun • spend time away



Holidays are wonderful
They're always lots of fun
You can spend some time away
And have fun in the sun
You can take some photographs
And do some shopping, too
You can buy some souvenirs
To take back home with you

*I always buy souvenirs
When I go somewhere new
Why not go on holiday
And you can buy some, too*

I've got caps from Italy
A mug from the UK
I've got dolls from India
Pens from the USA
I've got hats from Mexico
A T-shirt from Peru
A stuffed toy from Australia
A mug from Russia, too




QUIZ



2 Do the quiz. Decide if the sentences are T (true), F (false), or DS (doesn't say). Write in your notebook.

- Some monuments are in danger because of global warming.
- Stonehenge is a temple.
- People visit Sighisoara on day trips because there is no accommodation.
- The Statue of Liberty is a copper statue.
- The British Museum was the first public, free museum.

3  Look at Module 6 and write a T/F/DS quiz of your own. Write in your notebook.

5 Which countries can you find in the song? Which souvenirs can you see in the pictures?

1 Fill in: ancient, amusement, public, handmade, traditional. Write in your notebook.

- 1 We visit the ... park every week.
- 2 He enjoys trying ... dishes when he is abroad.
- 3 We visited some ... ruins with my school.
- 4 The ... gardens in Brussels were very beautiful.
- 5 We didn't have money to spend on ... souvenirs.
(5x4=20)

2 Fill in: endangered, deforestation, transport, extinction, pollute. Write in your notebook.

- 1 Many wild animals will face ... in the next years.
- 2 Exhaust fumes from factories ... the air.
- 3 The Amazon forest is at risk of complete
- 4 My parents use public ... to go to work.
- 5 We should protect ... species.
(5x4=20)

3 Put the adjectives in brackets into the comparative/superlative form. Write in your notebook.

- 1 Victoria Falls is ... (**large**) than Niagara Falls.
- 2 The Vatican City is ... (**small**) country in the world.
- 3 The Eiffel Tower is ... (**famous**) tourist attraction in Paris.
- 4 Bus tickets are ... (**cheap**) than plane tickets.
- 5 Jack is much ... (**good**) at History than Toby.
(5x4=20)

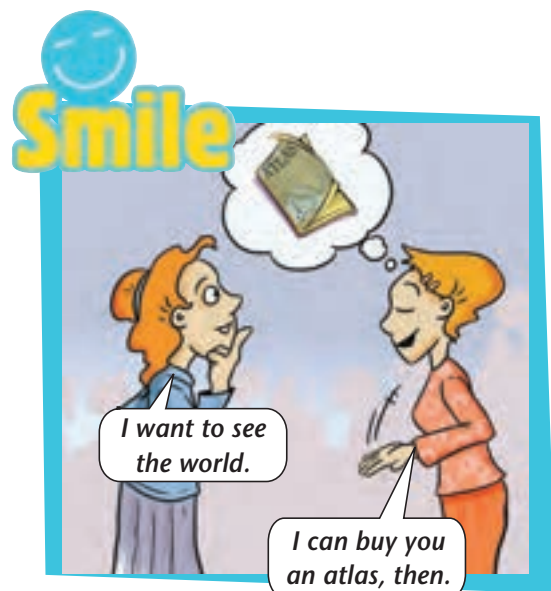
4 Choose the correct item.

- 1 We **are waiting/were waiting** for the bus when it started to rain.
- 2 They **went/are going** on holiday tomorrow.
- 3 The film **ends/will end** at 9:00 pm.
- 4 Alice has **been/gone** to the beach. She'll be back in the afternoon.
- 5 Andy **has been living/is living** in the same town since he was a child.
(5x4=20)

5 Complete the dialogue with the sentences (a-e). Write in your notebook.

- a Enjoy your flight.
 - b The gate will open at 4:00 pm.
 - c I'm travelling to Barcelona, Spain at 5:00 pm.
 - d Everything seems to be OK.
 - e Here you are.
- A: Good afternoon. Where are you travelling, sir?
 B: Good afternoon. 1) ...
 A: OK. Can you give me your ticket and passport, please?
 B: 2) ...
 A: Are you checking in any luggage?
 B: No.
 A: Alright. 3) ... Here is your passport and boarding pass. Your flight is RT8945, it departs from Gate D23. 4) ...
 B: Thank you.
 A: You're welcome. 5) ...

(5x4=20)
TOTAL: 100

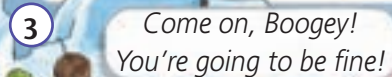
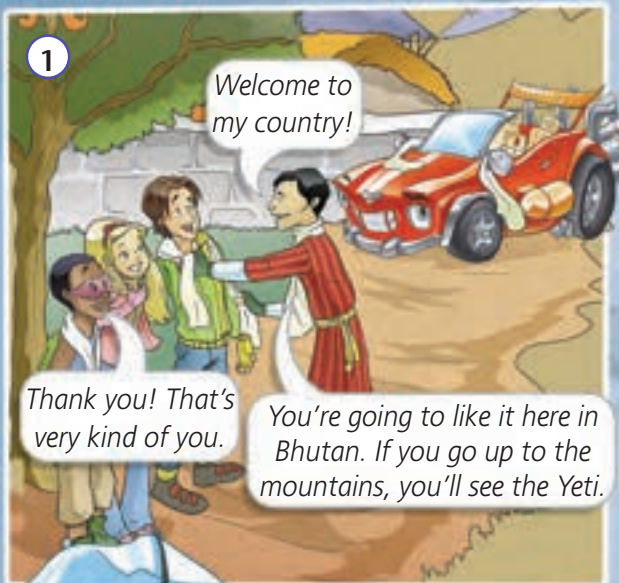


Monstertrackers!

▶ Video

Dear Monstertrackers,
I'm from Bhutan, on the side of the Himalayas in Asia. There's a creature here that we call the Yeti, or the Abominable Snowman! It's like a huge gorilla with white fur and long, sharp teeth and nails!
Dorje

3 The Yeti





It's the Yeti! It's going to eat us! Help!

Watch out! We're going to fall!

Run, everyone!

Phew! Is everyone OK?

Look at us! Now we are the Abominable Snowmen!

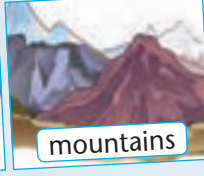
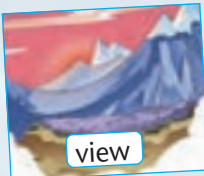
Exercises

1 Look at the pictures. What is the story about?
🔊 Listen and check.

2 Read and decide if the sentences are **T (true)** or **F (false)**. Write in your notebook.

- 1 The Yeti is also known as the Abominable Snowman.
- 2 The Yeti has white hair.
- 3 The Yeti lives in the mountains.
- 4 The Monstertrackers stayed in a hotel.
- 5 Boogey got tired while climbing up the mountain.
- 6 They sit down to rest.

3 Use words from the list to complete the sentences. Write in your notebook.



- 1 You have to climb the ... to see a Yeti.
- 2 Boogey was having difficulty with the climb and thought he was going to ...
- 3 Being so high up on the mountain, the Monstertrackers had a great
- 4 Walking in a forest is a great way to enjoy ...

4 Complete the sentences. Tell the class the summary of the story. Write in your notebook.

- 1 The Monstertrackers went to ...
- 2 They wanted to see ...
- 3 The creature is like ...
- 4 The Monstertrackers started climbing ...
- 5 Boogey couldn't ..., so they ...
- 6 Suddenly, ...
- 7 The Monstertrackers got scared and ...

Fact or Fiction?

- In Tibetan the word Yeti means 'magical creature'.
- Sir Edmund Hillary and his guide, Tenzing Norgay, found giant footprints on their record breaking climb to the top of Mount Everest.



MY PROGRESS

Write in your notebook.

My favourite activity



ICT

Project




ACROSS CULTURES



Self-evaluation

- talk about going out
I can go shopping in a shopping centre.
- talk about environmental problems & solutions
Cleaning up beaches will help solve the problem of polluted beaches.
- talk about holiday activities
While on holiday, I can go sightseeing and try traditional dishes.
- write about a monument that's in danger
- create a brochure
- write about a monument in my country

GOOD ★

VERY GOOD ★★

EXCELLENT ★★★

Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

GOOD ★

VERY GOOD ★★

EXCELLENT ★★★

CHRISTMAS



A In the USA, people put up a Christmas tree in their home and decorate it with lights, candy canes, tinsel and different Christmas ornaments. Then they top it with a star or an angel. They sing carols, send Christmas cards and exchange presents. On Christmas Eve, they hang a stocking near a fireplace or on a wall near the tree for Santa Claus to fill with presents during the night. On Christmas Day, they open their presents and have a big family dinner, usually with turkey and stuffing.

B In Croatia, people put up a Christmas tree in their homes and they decorate it with baubles of different colours, heart-shaped biscuits called Licitar hearts, and other decorations. They go to church and exchange presents on Christmas Eve or Christmas Day. On Christmas Day, they have a family meal. This often includes a suckling pig or a roast turkey along with mlinici (a kind of pasta), sarma (stuffed cabbage) and a special Christmas bread with dried fruit and nuts.

1 **Listen and read the texts. Decide if the sentences are T (true), F (false) or DS (doesn't say). Write in your notebook.**

Text A

- 1 Americans put tinsel on the top of the tree.
- 2 They usually eat turkey on Christmas day.

Text B

- 1 The biscuits Croatians put on their Christmas tree are red.
- 2 They only eat pasta on Christmas Day.

2 **Compare Christmas celebrations in Romania to those in the USA and Croatia. Write in your notebook.**

Project

3 **You want to organise a Christmas bazaar in your school. Decide where to hold it, what activities can take place, what food to serve etc. Present your idea to the class.**

A

Scotland



Scottish people call their New Year celebrations Hogmanay. They clean their houses before the New Year to sweep away the old year. The celebrations usually involve a party or a family gathering on New Year's Eve on 31st December. They have traditional food such as haggis, shortbread, scones, oat cakes and black buns. At midnight everyone links arms and sings the traditional song 'Auld Lang Syne', which reminds people not to forget old friends. In many places there are fireworks displays and the celebrations continue into the early hours of the morning. On New Year's Day, 1st January, there is a special tradition called 'first footing'. This says that a tall, dark-haired man must be the first person to step into a house on New Year's Day to bring good luck for the year. Traditionally, he brings a gift of bread or coal for the house to have food and warmth all year.



B

China

Chinese people follow the lunar calendar, so their New Year celebrations take place sometime between 21st January and 20th February. The exact date is different every year. They clean their houses to get rid of bad luck and welcome good luck.

The celebrations involve family gatherings, lots of fireworks displays and a street parade with lion dancers and Chinese dragons. People let off firecrackers to scare away evil spirits and decorate their houses with peach blossom and tangerines for good luck. People wear new clothes and many people wear red as they believe it is a lucky colour. Children receive gifts of money in red envelopes.

The New Year's meal is large and includes pork, chicken and fish dishes as well as a special New Year cake called 'niangao'. The celebrations last from 7 to 15 days. During this time, people visit their friends and family, have family meals and take family photographs.

1



Listen and read the texts. Decide which sentence matches each text. Write in your notebook.

- | | |
|--|---|
| <p>1 People sing a traditional song.</p> <p>2 They wear new clothes.</p> <p>3 They have a special name for the New Year.</p> <p>4 They eat a special cake.</p> | <p>5 They believe red is lucky.</p> <p>6 They believe a tall dark-haired visitor is lucky.</p> <p>7 They take family photographs.</p> |
|--|---|

2

How do you celebrate New Year in Romania? Write a paragraph about it in your notebook. Tell the class.

EASTER



In the UK, Easter celebrations take place over the Easter weekend. On Good Friday, people go to church. They only eat fish on this day. On Easter Sunday, people have a traditional meal of roast lamb at home. They have traditional desserts such as hot cross buns or Easter biscuits. Children decorate eggs and often have an Easter egg hunt to find chocolate Easter Eggs that they believe the Easter Bunny hides in their house or garden.



In Greece, Easter celebrations start on Palm Sunday and last all Holy Week. There are processions where people sing hymns. During the Holy Week, people prepare for Easter by cleaning the house inside and out. They make special biscuits called 'koulourakia' and a sweet bread similar to a brioche called 'tsoureki'. They also colour eggs, usually in red. People go to a special mass on Saturday evening. Sometimes they bring coloured eggs to church for a special blessing. On Easter Sunday, families prepare a traditional meal with roast lamb. People also eat the tsoureki and play a game where they hit their eggs against each other to see whose egg is 'stronger'. The person whose egg is unbroken wins.



1 Listen and read the texts. Decide if the sentences are T (true), F (false) or DS (doesn't say). Write in your notebook.

- | | |
|--|--|
| 1 People in the UK eat roast meat on Good Friday. | 4 In Greece, they always sing the same hymns in processions. |
| 2 The hot cross buns are desserts. | 5 'Koulourakia' are sweet. |
| 3 Children in the UK decorate the Easter eggs with paint and stickers. | 6 People in Greece eat roast fish on Easter Sunday. |

2 What do people in Romania do during Easter? Tell the class.

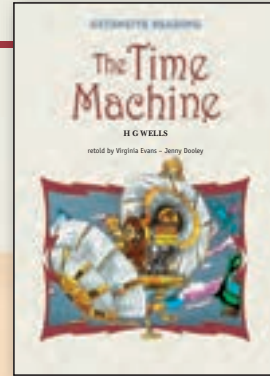
ICT



Prepare a one-minute video showing how you celebrate Easter in Romania. Upload it to your school website.

2
3

The Author



HG Wells

H G Wells was born in Bromley, Kent, on 21st September, 1866. When Wells was seven years old, he broke his leg. He had to stay in bed for a long time while he got better and spent this time reading. He decided then he wanted to be a writer.

He left school at fourteen, and worked in various jobs in order to earn money for his family. In 1883, he returned to his studies and studied science at the Royal College of Science in London. Wells left college in 1887 and became a teacher. In 1895, he married Amy Catherine Robbins, and they had two sons. Wells began writing in his free time, and many of his stories became science-fiction classics, such as *The Time Machine*, *The War of the Worlds*, and *The Invisible Man*.

Wells died in London on 13th August, 1946. Today, people remember him as one of the best science-fiction writers of all time.

In *The Time Machine*, Mr Hillyer tells the story of his friend, the Time Traveller, and his journeys through time in his Time Machine. On his travels he journeys to 802,701 AD. We hear about his adventures as he meets the Eloi and the Morlocks and saves a young Eloi girl called Weena.

1 Listen and read H G Wells' biography, then answer the questions in your notebook.

- 1 Where was H G Wells born?
- 2 When did he decide to become a writer?
- 3 How old was he when he left school?
- 4 Where did H G Wells study science?
- 5 Who did he marry?
- 6 How many children did H G Wells have?
- 7 When did H G Wells die?
- 8 What stories did he write? Name some.
- 9 How is H G Wells remembered today?
- 10 What is *The Time Machine* about?

My name is Hillyer. Every Thursday I used to have dinner with the Time Traveller and his friends at the Time Traveller's house. One Thursday evening, as we were sitting in the study, the Time Traveller placed a small object on the table in the centre of the room. It was a little larger than a small clock. It had two levers¹. "This is a model of a Time Machine", said the Time Traveller. "The first lever sends the machine backwards in time. The second lever sends it into the future." "It's a beautiful machine," said the Psychologist, "but time travel is impossible!" The Time Traveller smiled, and pushed one of the levers. The little machine disappeared.

"Where did it go?" asked the Doctor.

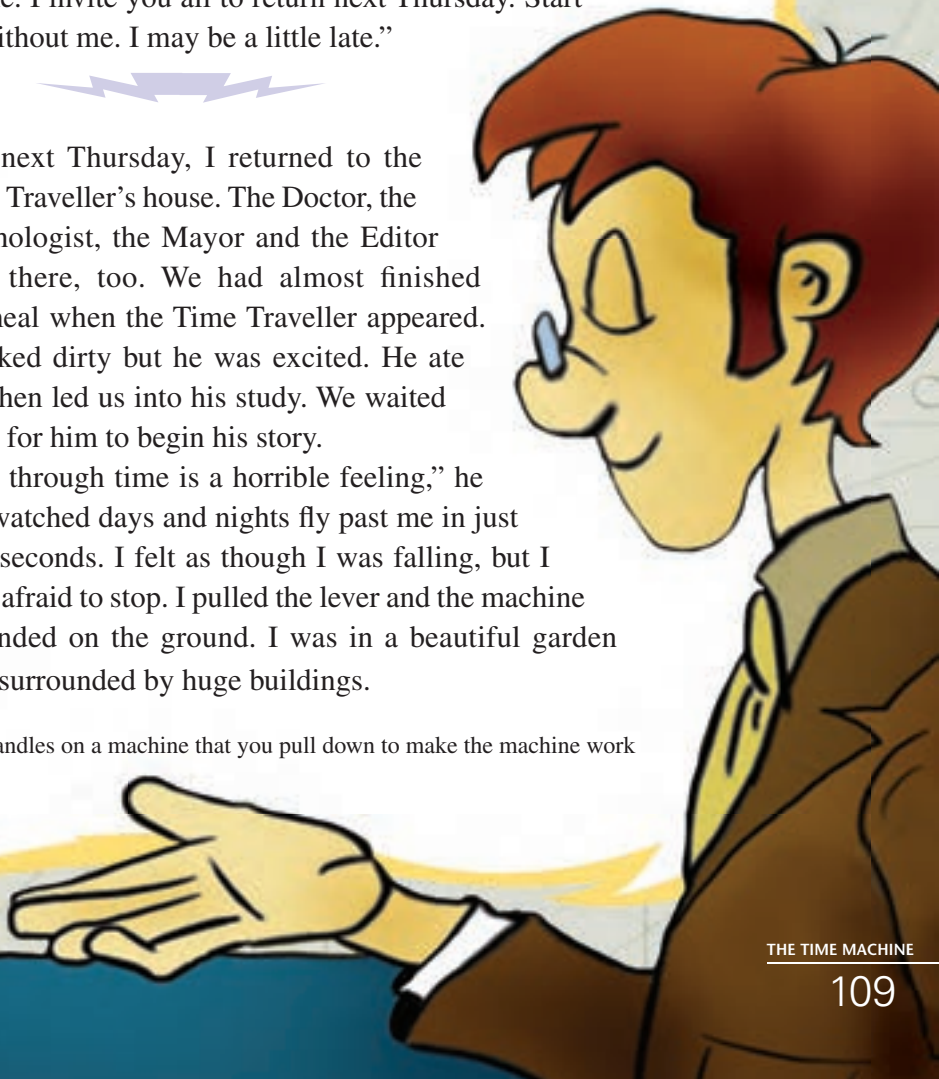
"It's still here," said the Time Traveller, "but it is in the future now."

We thought it was a trick, but the Time Traveller led us to his workshop. There, we saw a larger version of the machine.

"This is my Time Machine," said the Time Traveller. "I'm going to use it to explore time. I invite you all to return next Thursday. Start dinner without me. I may be a little late."

The next Thursday, I returned to the Time Traveller's house. The Doctor, the Psychologist, the Mayor and the Editor were there, too. We had almost finished our meal when the Time Traveller appeared. He looked dirty but he was excited. He ate quickly, then led us into his study. We waited impatiently for him to begin his story. "Travelling through time is a horrible feeling," he said. "I watched days and nights fly past me in just a few seconds. I felt as though I was falling, but I was afraid to stop. I pulled the lever and the machine landed on the ground. I was in a beautiful garden surrounded by huge buildings.

¹ handles on a machine that you pull down to make the machine work



There was a wooded hillside near the garden and there were flowers everywhere. I was standing near a large white statue of a Sphinx-like creature. The statue was on a large base with panels¹ in it. Suddenly, some slim creatures appeared. They were wearing purple clothes, but no shoes. They called themselves the Eloi. They spoke kindly to me and invited me to eat with them. I noticed that these people only ate fruit. They told me that they didn't have any farm animals. They all lived together, and had no families, no money and no troubles. The future world was a place without danger ... or so I thought.

When it got dark, I decided to find the Time Machine, but it was not where I had left it. Suddenly, I heard a noise from inside the base of the statue. I tried to open the panels, but the Eloi told me to leave them. I was not in a hurry to go, so I decided to stay and learn more about the Eloi. The next day, I walked through the garden and came to a river. One of the Eloi women was about to fall in the water, and was calling for help. I rescued her. That's how I met Weena.

Weena quickly became my friend. As we walked through the garden together one evening, I saw a creature run across the grass and disappear down a hole in the ground. It looked like a white ape with strange greyish-red eyes.

"What was that?" I asked Weena.

¹ flat pieces of wood or other material that forms part of a larger object such as a door



“A Morlock,” she replied. “They live underground.” She seemed frightened, and did not want to talk about the strange creature. I realised then that the future world was not as perfect as it seemed. I decided to go underground and find out about the Morlocks. I began to climb down the small, dark hole. After a while I stopped to rest. Suddenly, a cold hand touched my face. I lit a match and saw three Morlocks running away down a dark passage. They were afraid of the light. I followed them into a large underground chamber¹. I could hear machines, and I could smell meat. When the Morlocks realised I was there they began to move towards me. I was scared. I ran back down the passage and climbed up to the garden. I could hear the Morlocks close behind me.


“Why are they chasing me?” I asked Weena.

“On dark nights the Morlocks come to the surface to hunt,” she answered.

“But what do they hunt?” I asked. “There are no animals here.”

“They hunt Eloi,” she whispered.

We had to find somewhere to hide. As we walked, Weena told me more about the Eloi and the Morlocks. A long time ago, the Eloi made the Morlocks live underground. The Morlocks worked and the Eloi played. The Eloi were powerful then. But the Morlocks became happy underground. Now the Morlocks had the power, and the Eloi were afraid.”



Just then, the Psychologist interrupted the Time Traveller.

“This is a wonderful story,” he said, “but do you really expect us to believe you?”

“Weena placed flowers in my pockets,” said the Time Traveller. “They are unlike any flowers today.”

¹ room



He pulled two large white flowers from his pocket and showed them to us. We stared at them as the Time Traveller continued his story.

“Weena and I were a long way from any buildings, so we lit a fire to keep the Morlocks away and we slept at the edge of the forest. When I woke, the fire was out, and Weena was gone. The Morlocks were around me. I managed to run away from them and ran to the top of the hill. I looked down at the forest and saw that it was on fire. I ran back to the statue. The panels were open and I saw my Time Machine inside. I ran into the base of the statue, but the doors closed behind me and everything went dark. I felt the Morlocks closing around me. I hit out at them and managed to get free. Then, I jumped into the Time Machine and pulled the lever. The sun, moon and stars rushed past me and I arrived in my laboratory, only a few hours after I had left.”

“What an amazing story!” said the Editor. “You should be a writer!”

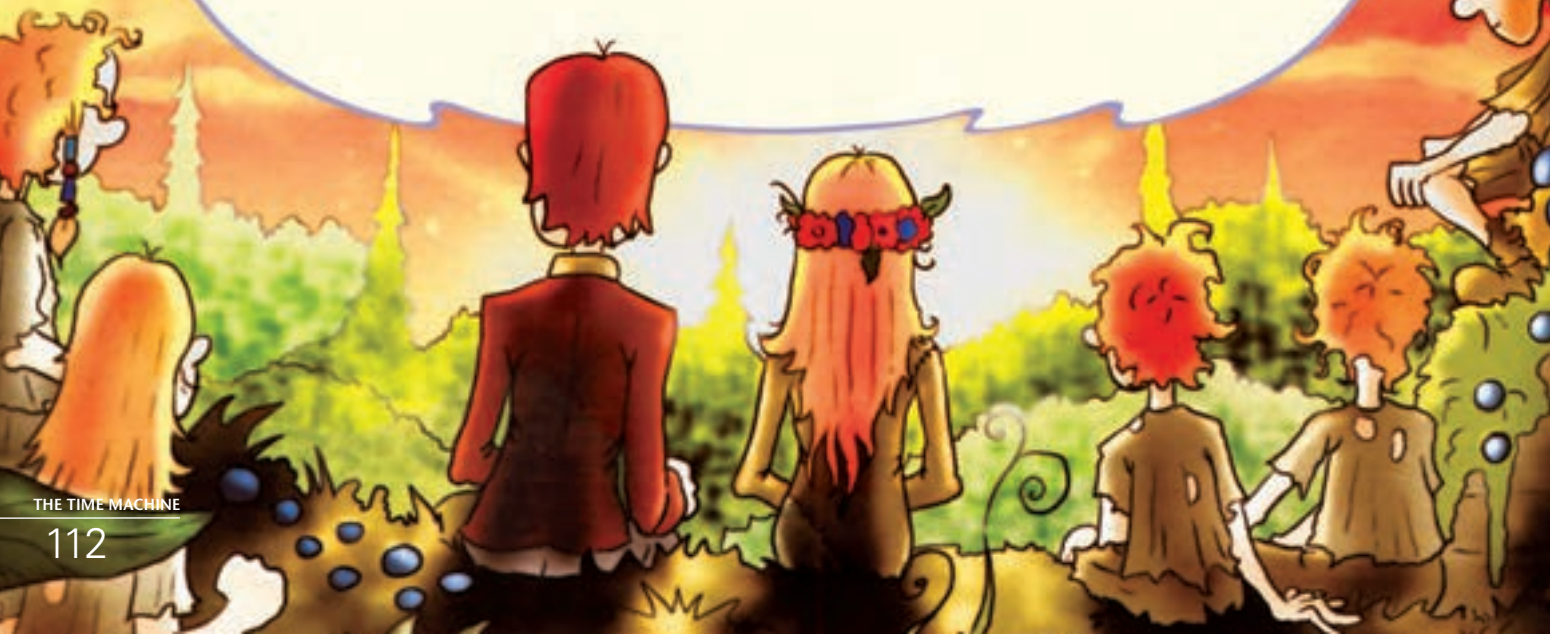
The others agreed, but I was not so sure. I don’t know why, but I had a feeling that the Time Traveller’s story was true.




After the others left, the Time Traveller took me into his laboratory. “I can prove that I travelled through time,” he said. “Wait here!”

He climbed into his Time Machine and pulled a lever. The Machine and the Time Traveller disappeared. I waited and waited, but he did not return.


That was three years ago. I’ve never seen the Time Traveller since, but I hope he found a happy time.




Activities

1  **Listen and read the story and answer the questions in your notebook.**

- 1 Who's narrating the story? How is he related to the Time Traveller?
- 2 How does the Time Machine work?
- 3 How did the Time Traveller feel while travelling through time?
- 4 Who were the first creatures the Time traveller saw when he landed? What did they look like?
- 5 Who is Weena? How did the Time Traveller meet her?
- 6 Where do the Morlocks live? What do they look like?
- 7 What are the Morlocks afraid of? Why do they come to the surface at night?
- 8 What did Weena put in the Time Traveller's pockets?
- 9 How did the Time Traveller escape the Morlocks?
- 10 When and where did Hillyer last see the Time Traveller?

2  **The future world which the Time Traveller visits is not perfect. Do you think it is possible to have a perfect world? Why (not)? What do you think a perfect world would be like? Describe it to the class.**

3  **What do you think the world will be like in the future? How do you think we can make the future world a safe and happy place? Write in your notebook.**


4 **a) Read the story again and put the events in the correct order. Write in your notebook.**

- A The Time Traveller went underground.
- B The Eloi invited the Time Traveller to eat with them.
- C The Time Traveller landed near a statue in a garden.
- D The Time Traveller went inside the base of the statue.
- E The Time Traveller saved an Eloi called Weena from a river.
- F The Time Traveller started to travel through time. *1*
- G The Time Traveller returned to his laboratory.
- H The Time Traveller became friends with Weena.
- I The Morlocks followed the Time Traveller and Weena.
- J The Time Traveller saw a Morlock.

b) Use the events to tell the class a summary of the story.

5 **What do you think happened to the Time Traveller? Write a new ending to the story in your notebook, explaining what happened to the Time Traveller.**

Project

6  **Design a poster or advertisement for the story. What would be the most important things to include on it to make people want to read the story?**

Vocabulary

1 Fill in the verbs: goes, eats, watching, listens, gets. Write in your notebook.

- 1 Daniel sometimes ... at a fast food restaurant.
- 2 Vasile ... up at 7:00 am every morning.
- 3 Marta always ... to music when she studies.
- 4 Corina ... to the gym twice a week.
- 5 The children are ... TV at the moment.

2 Fill in: baby, amusement, hustle, computer, Gen, butterfly. Write in your notebook.

- | | |
|--------------|------------------|
| 1 ... Alpha | 4 ... park |
| 2 ... stroke | 5 ... boomers |
| 3 ... games | 6 ... and bustle |

3 Match the feelings (1-5) to the sentences (a-e). Write in your notebook.

- | | | |
|-------------|-------------|------------|
| 1 angry | 3 excited | 5 confused |
| 2 terrified | 4 surprised | 6 sad |

- a Wow! I didn't expect to see you here!
- b I don't understand what you are saying.
- c I can't wait to go to the football game tomorrow.
- d You're late and the film has already started.
- e I'm so sorry you didn't pass the exam.
- f I can't sleep; I just had a nightmare.

4 Complete the animal parts. Write in your notebook.



5 Choose the correct item. Write in your notebook.

- 1 How many people turned **up/out** for the meeting?
- 2 Cecilia is bringing **out/off** her new book in July.
- 3 Kim usually brings **in/along** her sister when she goes shopping.
- 4 The Kelpie can turn **off/into** a human.
- 5 Emily turned **down/up** the job offer because it was too far from her house.

Grammar

6 Put the verbs in brackets into the present simple or the present continuous. Write in your notebook.

Hi Nicolae,

I **1) ... (write)** to you from the Standon Festival in England. I **2) ... (be)** here with my family and we **3) ... (have)** an amazing time.

The festival **4) ... (take place)** every July and **5) ... (last)** about four days. Every year, the parade **6) ... (start)** in the town centre and **7) ... (make)** its way down the high street. Right now, my mum and I **8) ... (wait)** for the parade to start. Most people **9) ... (wear)** colourful costumes and **10) ... (dance)** in the streets. My dad however **11) ... (not/join)** us, because he **12) ... (rest)** at the camp. He really **13) ... (want)** to stay up for the concert tonight. We **14) ... (also/attend)** the fireworks display after the concert.

15) ... (you/visit) any festivals this month?

Let me know.

Nancy

7 Put the verbs into the *past simple* or the *past continuous*. Write in your notebook.

- 1 Alice ... (**not/see**) any animals with wings at the zoo.
- 2 As Tom ... (**walk**) in the forest at night, he felt terrified.
- 3 At 5 o'clock on Friday afternoon, Janet ... (**work**) in her shop.
- 4 While we ... (**work**), we ... (**listen**) to music.
- 5 Henry ... (**play**) video games and then he ... (**eat**) fast food.
- 6 Who ... (**you/meet**) last Wednesday?
- 7 ... (**Max/prepare**) lunch while Sheila was getting ready for school?
- 8 ... (**you/read**) a book when I ... (**call**) you?
- 9 I ... (**do**) housework last Saturday at 11:00 am.

8 Put the verbs into the *present perfect* or the *present perfect continuous*. Write in your notebook.

- 1 A: What's wrong with Tom?
B: He ... (**not/feel**) very well lately.
- 2 A: Your English is really good!
B: Thank you! I'm from France, but I ... (**live**) in England for fifteen years.
- 3 A: How long ... (**you/study**) for the test?
B: For three hours, but I still feel confused.
- 4 A: Would you like a sandwich?
B: No, thank you. I ... (**already/eat**) lunch.
- 5 A: ... (**you/ever/see**) a mysterious creature?
B: No, I don't believe in them.
- 6 A: Is Marion here?
B: No, she ... (**go**) to the dry cleaner's, but she'll be back soon.

9 Choose the correct item. Write in your notebook.

- 1 Dan **visited/has visited** the mysterious Hoia forest in Romania last year.
- 2 Julie **has been/has gone** on holiday to Italy, so she isn't at work this week.
- 3 I have been a make-up artist **for/since** five years.
- 4 Amanda **is feeling/has been feeling** sad about her test results right now.
- 5 Jamie **studied/has been studying** English since last year.
- 6 Sam is tired because he **hasn't slept yet/hasn't just slept**.
- 7 John has **ever/never** tried Mexican food.
- 8 Diane **has met/met** her friends at the cinema yesterday evening.

Everyday English

10 Match the exchanges in your notebook.

- 1 What's up?
- 2 What was the music like?
- 3 What was it about?
- 4 Did you enjoy the festival?
- 5 In my dream, I could fly.

- a Well, a dragon was chasing me.
- b Tell me more!
- c Yes, I did. It was fantastic!
- d I had a nightmare.
- e It was very fast and exciting.

Vocabulary

1 Look at the pictures and complete the food in your notebook.



1 ... and milk



2 fish and ...



3 salmon and ...



4 green ...



5 ... and fresh fruit



6 chicken curry and ...

2 Choose the correct item. Write in your notebook.

- 1 Kelly cut her finger, so she put a **bandage/cream** on it.
- 2 Begin your workout plan with a warm-up so that you don't **pull/hit** a muscle.
- 3 Keep the water running to **rest/clean** the wound before you put a dressing on.
- 4 Marc **sprained/twisted** his wrist while he was playing volleyball.
- 5 Did you hear? Jane broke her arm and the doctor put it in a plaster **cast/pack**.

3 Put the words in the correct category. Write in your notebook.

- pillow • TV • washbasin • fridge • sofa
- bath • wardrobe • armchair • cooker
- dishwasher • bed • toilet

Bedroom

Bathroom

Kitchen

Living room

4 Fill in with *print, scan, connect, update, save*. Write in your notebook.

- 1 Can you ... this page in colour for me, please?
- 2 When you ... software, your computer works better.
- 3 You should ... files every half an hour to your hard drive.
- 4 You might not ... to the Internet in bad weather.
- 5 Tom needs to ... some important documents so that he can email them.

5 Choose the correct item. Write in your notebook.

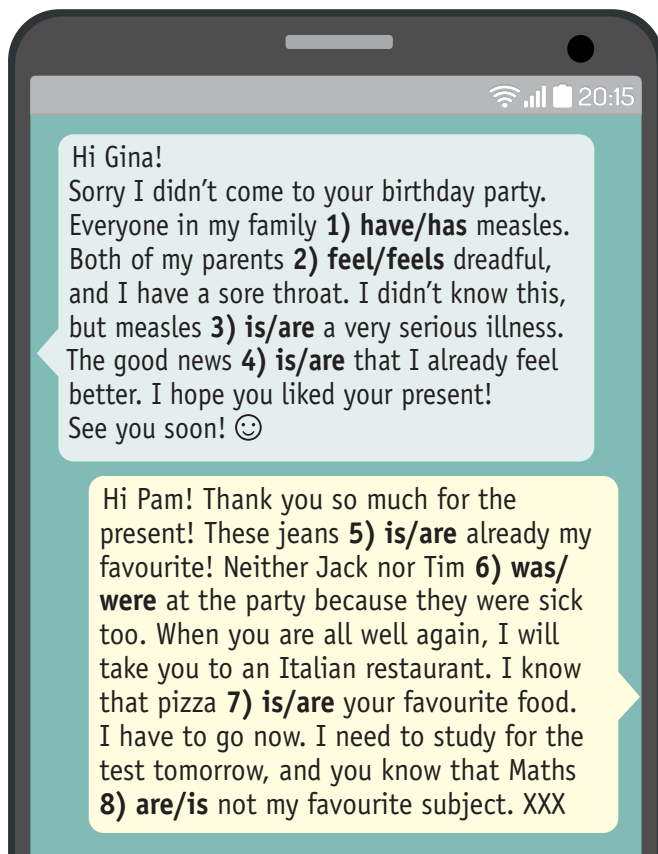
- 1 I need to give **away/back** the book I borrowed from the library.
- 2 Amanda came **across/out** a new recipe for muffins on the Internet.
- 3 Ben wanted to give **in/away** free cakes to people at the hospital.
- 4 Suzy didn't go to work because she came **down with/up with** the flu.
- 5 Tom wants to give **back/up** chocolate next year.

Grammar

6 Choose the correct item. Write in your notebook.

- 1 There weren't **many/much** people at the game yesterday.
- 2 We only have **a few/a little** apples. We need to buy some more if we want to make an apple cake.
- 3 'How **much/many** bread do you want me to buy?' 'Two **pieces/loaves**, please.'
- 4 I'm afraid I have **no/any** milk. Would you like **a/some** juice?
- 5 We couldn't make pizza because there was very **little/few** cheese in the fridge.

7 Choose the correct item. Write in your notebook.



8 Complete the sentences. Use *be going to* or the *future simple*. Write in your notebook.

- A: Be careful! You ... (**fall off**) your bike!
B: Don't worry. I've tried this trick many times.
- A: Today's specials are chicken curry or salmon and pasta and meatballs.
B: I ... (**have**) pasta and meatballs, please.
- A: You haven't cleaned your bedroom yet.
B: I promise that I ... (**do**) it tomorrow.
- A: Oh! We forgot to call Jane.
B: Don't worry. I ... (**call**) her after lunch.
- A: Your shirt is dirty.
B: I know. I ... (**wash**) it when I finish cooking.

9 Rewrite the sentences in your notebook using the modal verbs in the list.

- mustn't • should • don't have to • shouldn't
- must • could • may/might • can't

- 1 It **isn't necessary to** pay for the aerobics class at school.
- 2 It **is possible that** Kate will pay for dinner tonight.
- 3 Jake **isn't allowed to** use his smartphone in class.
- 4 I **advise you to** see a dentist when you have toothache.
- 5 It's **Sam's duty to** finish all of his homework before class on Monday morning.
- 6 It's **against the law to** use your phone while you are driving.
- 7 **Is it OK if** I leave class early to go to the doctor?
- 8 It's **a bad idea to** go outside without a coat in winter.

Everyday English

10 Match the exchanges in your notebook.

- 1 You should see a doctor.
- 2 Could you help me upload my assignment?
- 3 What's wrong?
- 4 Is that all?
- 5 Are you OK?

- a I've got a sore throat.
- b No, I'm not. I feel terrible.
- c Of course. First, go to the school portal.
- d I suppose you're right.
- e Almost. Now, find your file and click on 'Upload this File'.

Vocabulary

- 1 Fill in:** *adventure, comedy, cookery, thriller, nature, reality*. **Write in your notebook.**
- 1 I think ... shows are boring because they just show the real life of unknown people.
 - 2 I learnt about rainforests from that ... programme I watch every Saturday.
 - 3 ... films make me laugh.
 - 4 My mum took that recipe from the ... show she saw last night.
 - 5 I don't really want to watch that ...; it's too scary for me.
 - 6 Jim loves ... films because he enjoys all the action.
- 2 Choose the correct item. Write in your notebook.**
- 1 **Mobile media devices/Newspapers** are fast and easy to carry in your pocket.
 - 2 Alex enjoys reading **music/science** magazines because he finds out all about live events and concerts.
 - 3 In **gossip/gaming** magazines you can find interviews with celebrities.
 - 4 **Automobile/Sports** magazines usually compare the features of new cars.
 - 5 To solve the problem of **deforestation/extinction** we can plant more trees.
 - 6 When people use public transport, they help reduce **energy wasting/air pollution**.
 - 7 **Cleaning up/Turning off** beaches will help solve the problem of polluted beaches.
 - 8 To stop **wasting/planting** energy we can turn off the power when we don't use it.
 - 9 The Tower of London is one of the city's historic **ruins/sites**.

- 3 Fill in:** *buy, visit, go, take, try, see*, in the correct tense. **Write in your notebook.**

- 1 Last summer, I ... ancient ruins in Rome.
- 2 My sister ... photos of the monument now.
- 3 Ben ... all of the fish markets since we arrived.
- 4 Lia usually ... handmade souvenirs when she travels abroad.
- 5 When Mark was in Romania, he ... all the traditional dishes.
- 6 Next week, I ... sightseeing in London.

- 4 Choose the correct item. Write in your notebook.**

- 1 When the phone rang, I just kept **on/in** doing my homework.
- 2 I usually read articles on the Internet to keep **up/on** with the latest news.
- 3 Bob knows everything that has to do **about/with** cars.
- 4 My best friend agrees **with/to** me that books are better than films.
- 5 A lot of animals are **in/at** risk because of climate change.
- 6 The speaker is trying to get his ideas **around/across** to the public.

Grammar

- 5 Put the verbs in brackets into the correct tense. Write in your notebook.**

- 1 If he is tired, he ... (**not/come**) with us.
- 2 You ... (**have**) more free time if you don't use your smartphone too many hours.
- 3 If children read more books, their imagination ... (**become**) more vivid.
- 4 If Peter ... (**not/come**) on time, he will miss the beginning of the film.
- 5 If Maria gets good marks, her mum ... (**buy**) her a new smartphone.

6 Choose the correct item. Write in your notebook.

- 1 I'll make some popcorn **before/while** the film starts.
- 2 When **will/does** Alex call?
- 3 Turn off the TV **until/after** you finish watching the news.
- 4 As soon as I **will read/read** the plot, I knew it was a good book.
- 5 When Sophie **buys/bought** the magazine, she will read the interview.

7 Choose the correct option.

- 1 When I visited Paris, I bought a **beautiful/most beautiful** teapot.
- 2 Silvia's is the **taller/tallest** girl in her class.
- 3 These shoes are **more/most** expensive than those.
- 4 This is the most expensive watch **in/of** all.
- 5 It is **hotter/hottest** today than it was yesterday.

8 Put the adjectives in brackets into the comparative/superlative form. Write in your notebook.

- 1 The city is ... (**noisy**) than the countryside.
- 2 This is the ... (**good**) painting I've ever seen.
- 3 I think this museum is ... (**interesting**) than the one we visited last month.
- 4 Which is the ... (**big**) shopping centre in your area?
- 5 Bran Castle is ... (**old**) than Peleş Castle.



9 Choose the correct item. Write in your notebook.

- 1 Max **works/is working** 9 to 5 from Mondays to Fridays.
- 2 Milena **stays/is staying** at her grandparents' this month.
- 3 Kevin **was watching/watched** the news while his brother was chatting online.
- 4 Alice **hasn't finished/hasn't been finishing** her project yet.
- 5 The kids **have played/have been playing** online games all afternoon.
- 6 Look at the dark clouds. It **is going to/will** rain soon.
- 7 Jim is hungry. He **is going to/will** make a sandwich.
- 8 We **went/have gone** to an amusement park last week.
- 9 Betty **isn't wanting/doesn't want** to go out tonight.
- 10 They **are travelling/travel** to Romania tomorrow.

Everyday English

10 Match the exchanges in your notebook.

- 1 There's a comedy on. Do you want to watch it?
- 2 May I have your ticket and passport?
- 3 What time is it on?
- 4 Are you checking in any luggage?
- 5 What else is on?

- a At half past seven.
- b Yes, two suitcases.
- c Not really. I don't like them.
- d Well, there's a fantasy film.
- e Here you are.

Irregular verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/ – were /wə/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bit/	beat /bit/	beaten /'bi:tən/	let /let/	let /let/	let /let/
become /br'kʌm/	became /br'keɪm/	become /br'kʌm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /br'gɪn/	began /br'gæn/	begun /br'gʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /'rɪdnən/
can /kæn/	could /kʊd/	(been able to /bɪn 'eɪbəl tə/)	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /'rɪznən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊznən/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /səʊld/	sold /səʊld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dreɪnt (dri:md)/	dreamt (dreamed) /dreɪnt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /'i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
forbid /fə'brɪd/	forbade /fə'beɪd/	forbidden /fə'brɪdnən/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	spend /spend/	spent /spent/	spent /spent/
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvən/	stand /stænd/	stood /stʊd/	stood /stʊd/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊznən/	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
get /get/	got /gɒt/	got /gɒt/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
give /gɪv/	gave /geɪv/	given /'gɪvən/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
go /gəʊ/	went /went/	gone /gɒn/	swear /sweə/	swore /swɔ:/	sworn /swɔ:n/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	sweep /swi:p/	swept /swept/	swept /swept/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	swim /swɪm/	swam /swæm/	swum /swʌm/
have /hæv/	had /hæd/	had /hæd/	take /teɪk/	took /tu:k/	taken /teɪkən/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hide /haɪd/	hid /hɪd/	hidden /'hɪdnən/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hit /hɪt/	hit /hɪt/	hit /hɪt/	tell /tel/	told /təʊld/	told /təʊld/
hold /həʊld/	held /held/	held /held/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
keep /ki:p/	kept /kept/	kept /kept/	understand	understood	understood
know /nəʊ/	knew /nju:/	known /nəʊn/	/ˌʌndə'stænd/	/ˌʌndə'stʊd/	/ˌʌndə'stʊd/
lay /leɪ/	laid /leɪd/	laid /leɪd/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
lead /li:d/	led /led/	led /led/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/	win /wɪn/	won /wʌn/	won /wʌn/
			write /raɪt/	wrote /rəʊt/	written /'rɪtən/

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